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NATIONAL PARENT-TEACHER

The Only Official Magazine of the National Congress of Parents and Teachers

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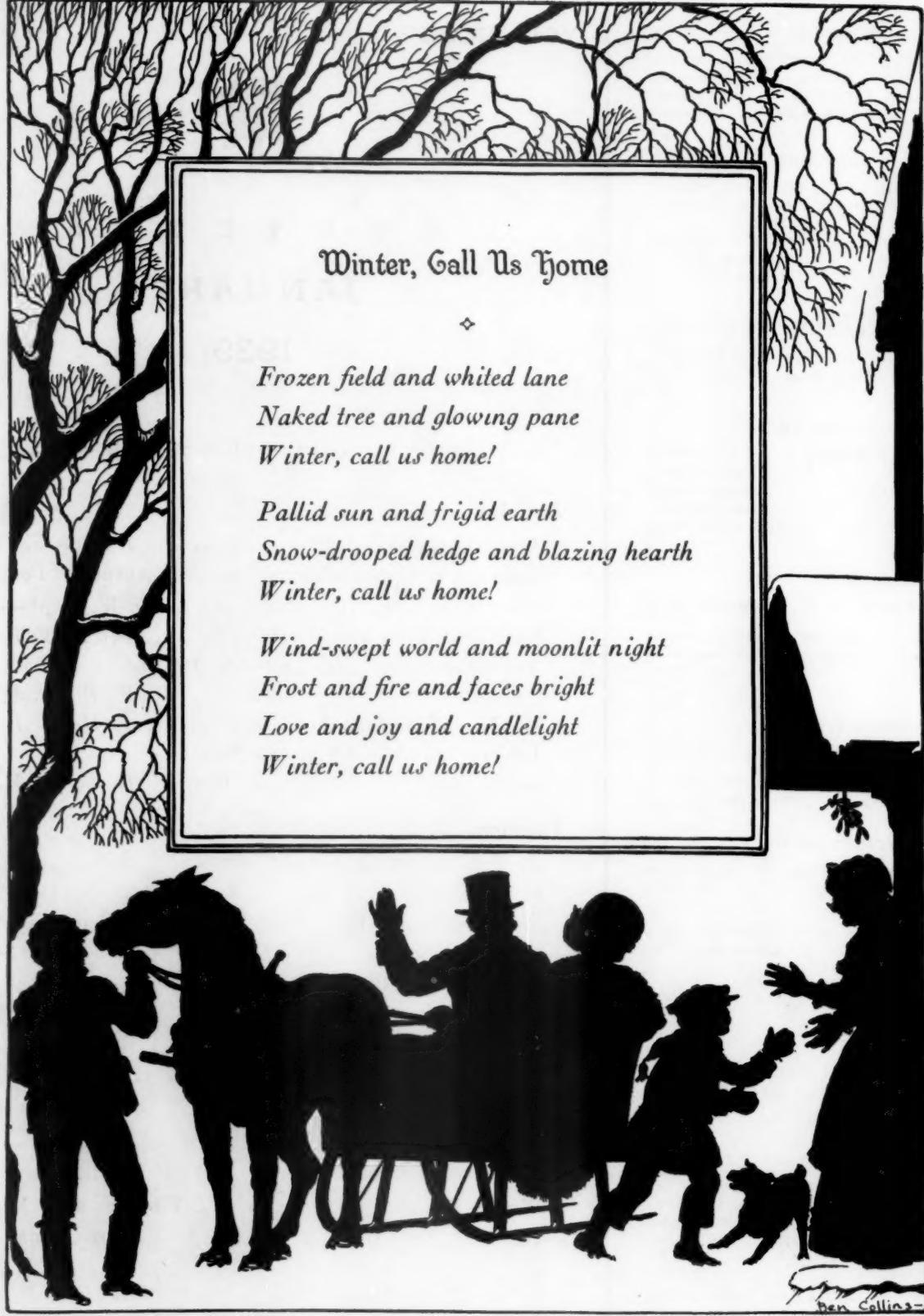
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Winter, Call Us Home

*Frozen field and whited lane
Naked tree and glowing pane
Winter, call us home!*

*Pallid sun and frigid earth
Snow-drooped hedge and blazing hearth
Winter, call us home!*

*Wind-swept world and moonlit night
Frost and fire and faces bright
Love and joy and candlelight
Winter, call us home!*



The President's Message



Great Change for Better

FOR generations unnumbered the coming of the New Year has marked the time when mankind paused to record his forward look. In the old almanacs of bygone years, our fathers and our forefathers set down their words of prophecy and wisdom. The pictured wheel of the zodiacal signs, with goat and twins, archer and scales; the witty anecdotes learned verbatim long before December's pages had closed the book; the record of ancient battles, of the birth of great men and of their passing; the story of past catastrophes and of coming eclipses of the heavenly bodies; advice for the young and old—all these were but the setting for the forward look of wisdom tempered by the experience of the past and illuminated by the hope for the future.

Down the lined pages marked by faint symbols of the waning moon runs the year-long prophecy:

Days come cold and blustering. . . . About now falling weather.
. . . High winds followed by great rains. . . . Stormy days and early dark. . . . Days good for planting crops. . . . A growing time. . . . Some want of rain. . . . Turbulent days. . . . This time comes warm and sultry weather. . . . Most likely fog and misty days. . . .

So ran the story of heat and cold, of thunder, rain, and snow.

Yet, threaded down the pages from line to line, there ran a pattern of words, words meant to lift and sustain the spirit of the reader as he met the tasks and problems of each day's living:

About

this time

expect

great change

for better

T

HE almanac of the days of our New Year forecasts for us too events to come. The struggle for existence, the stress and pressure of modern living, man's never-ending search for justice and for happiness are written large. The threat of war shadows the page. But over the pages of our year are spread words of hope and courage. In the universal concern for the welfare and happiness of our children and in the united endeavor of this generation to build a world where all may have opportunity to live wholesome, happy, and useful lives, there are recorded prophecy and faith for the coming year. We echo the words of our fathers and our forefathers—"About this time expect great change for better."

Frances S. Pettengill

*President,
National Congress of Parents and Teachers*

Concerning This Issue

PARENTS AND TEACHERS are ready in ever greater numbers for organized action looking toward the fulfillment of the responsibility which is theirs to carry. Child care and training, elementary and secondary education, parent education, adult education, and many other living issues in the whole program of education will be effective only insofar as there is a truly sympathetic understanding of them by the public. Parents in particular are responsible for the situations which stimulate young people to learn and to grow. This issue is concerned with pointing out to parents and teachers where and how they may make their greatest contribution as self-directed and cooperative citizens in a democratic society.

This contribution lies first in the home itself: "How the Child's Mind Grows" and "Learning to Choose Companions" deal with the welfare, safety, and happiness of children. "Life outside becomes richer because of experiences at home, and experiences at home become richer because the experiences outside can be brought in by parents to apply to those at home." . . . The second contribution lies in the school: "What Are Schools For?" "Soon We'll Vote," and "We Need Intelligent Leaders" consider the responsibility of both parents and teachers for the existence of weaknesses in public education today. "The ultimate control of American education rests with the people. Every American citizen is a contributing stockholder in the enterprise of public education." . . . The third contribution lies in the community: "The Community Looks at Public Health" and "Understanding the Child As a Person" survey the panorama of public activities which contribute to better health—mental as well as physical—and point out the role of the citizen in enlisting the interest of his community in providing the essential safeguards for health. "In the last analysis the support of that which is good, the provision of that which is lacking, and the correction of that which is amiss depends upon the observant citizen."

Thus equipped and prepared for effective participation in family life, school life, and community life, parents and teachers will approach the continuing problems of an ever changing society as self-reliant individuals, capable of facing the problems of the future.

What Are Schools For?

By WILLIAM G. CARR

THE ultimate control of American education rests with the people. The theory of school administration under which we operate requires that such control be truly representative and, at the same time, make appropriate use of expert professional service in the work of the schools. Actually, these conditions often fail to develop.

A share of the responsibility for the existence of defects within the school system itself must be borne by the general public. The public has often been indifferent to the problems and needs of the schools. The public all too frequently permits political interference with professional matters. It has

Suppose you were a stockholder in an enterprise with a million employees, doing a two-billion-dollar business every year and occupying a plant valued at six billion dollars. Suppose also that this enterprise had a vital and direct effect on the welfare, safety, and happiness of you, your children, and your countrymen, and that it was concerned with the protection and development of a certain natural resource worth five times as much as all our material, mineral, soil, oil, and forest resources put together. Would you not want to meet occasionally with representatives of the management and consider with them and with the other stockholders just what this great organization was at-



refused to heed competent professional advice with regard to the administration and organization of schools. It has sometimes placed in office school board members who have been actually dishonest, or, at best, grossly unqualified. Not all of these conditions may be charged entirely to public indifference; the necessary professional leadership has not always been offered. In any case, the ignorance and indifference of the public regarding educational objectives, methods, and problems, are conditions that retard educational progress and frustrate the achievement of desirable results. It is the public that must supply the funds for conducting the work of the schools. It is the public that selects the state legislators, the boards of education, and the other agencies which give official sanction to educational objectives and educational policy.

tempting to do, and how it could secure the greatest success? You would not sit back and let your vital interest in this concern go by default. You would eagerly follow the activities and reports of the enterprise and you would be found occupying a front seat at the meetings of the stockholders.

The public schools are not such a business corporation, but they are even more important. The youth of America are the natural resource which they are developing and protecting. The teachers and other workers in the schools are the employees. The school buildings and grounds are the plant. Every American citizen is a contributing stockholder, pays taxes for public education, and sees that his children attend school. Few of us give further thought to the matter.

Why do we have schools in this country? What differences ought the schools to make in the way people

think and act? Every child must attend the schools and the laws will punish his parents if they do not provide for his schooling. What is the reason for such strict legislation? Why are schools so important that everyone in the community is required to help, through taxation, in their support? You know that the fire department is to prevent and extinguish fires, the police department to maintain order, the public health department to control disease. But what are schools for? How can we find the real purposes of education in America?

A society which exalts force and violence will have one set of educational aims. A society which values reason, tranquility, and the paths of peace will have another and very different set. Again, a society which worships its ancestors and blindly reverences the past will have and does have different educational purposes from a society which recognizes the necessity for adjustment and change. The educational objectives in each case rest on certain ideas of good and bad, but these ideas are different in each case and lead to aims for the schools which differ from one another as the day from the night.

Educational purposes, then, are a form of social policy, a program of social action based on some accepted scale of values. In our democracy we recognize four great educational purposes. These purposes center around the person himself, his relationships to others in home and community, the creation and use of material wealth, and socio-civic activities. The first area calls for a description of the educated *person*; the second, for a description of the educated *member of the family and community group*; the third, of the educated *producer or consumer*; the fourth, of the educated *citizen*.

Self-Realization

IT IS APPROPRIATE to begin a survey of educational purposes with a program for the development of the individual learner. There exists at the moment great pressure on schools and other social agencies to "mold" the child in the interest of his *future* economic efficiency, his *future* adult citizenship, his *future* membership in the family. There is real danger that our preoccupation with "preparedness" in education may de-

feat itself by weakening our concern for the child as he is, as a growing individual human being, quite apart from remote social preparatory ends.

After all, it is only through individual growth that social progress can come. The realization of "self," as considered here, cannot occur unless the individual effects a satisfactory relationship to the society in which he moves. If an individual is to become his own best self, he must constantly be in contact with the best that is in humanity. Thence he will draw his highest aspirations, thence his greatest achievements.

Our democracy, with its necessary and wholesome separation of Church and State, gives to every man and woman complete freedom of religious belief and opinion. We all have a right, a constitutionally guaranteed right as well as a moral one, to choose that form of religious expression or outlook which we find most completely satisfying. The public schools are required by law, and by every element of their tradition, scrupulously to respect this American doctrine of religious liberty. The inculcation of any particular religious creed is therefore entirely foreign to the proper function of public education, although other educational agencies, particularly the home and the church, may well be actively concerned with such tuition.

Yet there remain the great problems of human destiny which will always perplex, inspire, and enoble the human spirit—problems of the relation of man to that which is beyond man, of the plan, if plan there be, which directs or conditions human existence on this planet, of the meaning in human birth, life, aspiration, suffering, and death. That man is not well educated who ignores these problems. Nor is he educated who maintains an attitude of cynical indifference or of intolerant bigotry toward the efforts of others to satisfy their spiritual needs. He is educated only when he understands and appreciates the spiritual and ethical principles which constitute a central part of the heritage of the race.

Human Relationships

THE IMPACT OF EDUCATION on a developing personality should lead that person to place human welfare at the

very summit of his scale of values. He should judge old traditions and new inventions by the same high and single standard. Whatever has an evil effect on human beings and their relations to each other is to be disapproved, regardless of the comfort, luxury, or economic gain it may bring. Too often, modern standards ignore the intangible effects of scientific and social inventions on human relationships. We tend to approve anything if only it adds in some small particular to our ease and comfort. The schools have a definite responsibility for developing a sense of values which exalts men above money or machinery.

Among all human relationships the family holds first place as a creator and guardian of values. What the child shall become depends first of all on the kind of family responsible for his upbringing. The home is literally the nursery of humanity, the matrix of personality during the most impressionable years and a continuing influence throughout life. To what degree a person is fearful or confident, malicious or kindly, ruthless or reasonable, bigoted and autocratic or tolerant and democratic, is perhaps determined more completely by relationships in early family life than by any other set of experiences. Not only are these experiences first in time and prepotent in effect during childhood, but family relationships continuously influence the manner in which persons conduct their affairs in other groups.

One important responsibility of education, therefore, is to improve and develop home and family life. Effective discharge of this responsibility requires work with younger children, with adolescents, and with adults. Children at various points in their school careers may be helped to understand the family as a social institution, to acquire homemaking skills, and to work out happy and socially constructive adjustments with members of their immediate families. Young people may be helped to master and appreciate the specific knowledges and insights needed in marriage, homemaking, and parenthood. Married couples and parents on the job may be given opportunity to study their problems and work out ways of handling their obligations.

Economic Efficiency

IN A DEMOCRACY each person contributes according to his ability to the essential welfare of all. This means that under ideal conditions each able-bodied adult follows an occupation for which he or she is fitted by ability, personality, and training and thus produces goods and services of social and individual value. It is important that children should learn that each may properly enjoy the fruits of civilization only by doing his part in the work of the world. Work should

be regarded as something to be sought, enjoyed, and respected rather than as something to be avoided, suffered, and despised. "Work," as used here, includes the efforts of the teacher, the doctor, the housewife, the business man, the artist, as well as the usual shirt-sleeve and white-collar occupations. Even the younger children can learn the necessity of contributing effort to a common cause.

Economic efficiency involves consumption as well as production. The educated consumer budgets his expenditures in the light of good principles as adjusted to his own particular circumstances and financial ability. He has learned that small expenditures, constantly repeated, mount to large totals. He knows that all borrowing costs the borrower money, and sometimes exorbitantly so. He knows that installment buying is a form of borrowing. He can balance a checkbook. He buys no gold bricks. He uses good sense in his savings and understands the relative advantages of banks, insurance, credit unions, the postal savings system, government securities, and the various types of business investments as a means of developing and utilizing his reserves. Through such means the educated person has learned to exercise the highest possible degree of economic self-determination.

Civic Responsibility

IT IS OF PECULIAR importance that all the citizens of a democracy become aware of the extraordinary range of conditions under which men live. Most of us look at society with a lens of exceedingly short focus. What lies at a distance is invisible to us or is recognized only dimly. The area within which the educated individual "has a feel" for the experience of others must be greatly expanded. What is it like to be a farm laborer? a textile factory operative? a rolling mill hand? What is involved in living for years at the bottom? What is it like to live in a slum area? to survive a flood? to come through a dust storm? What does it mean to rise from the bottom? Vivid records of these and a host of other human experiences can be brought to the attention of young people through the schools.

An urgent responsibility of the schools, then, is to lead the young citizens of America to discover the knowledge, and the means of obtaining the knowledge, which will enable them to discharge their civic duties intelligently. In order to do this they will need, among other things, to study all forms of government and economy, the advantages and disadvantages of each, honestly comparing one with another. And this judgment has been rendered essential not only by the complexity of the situation but also by the efforts made by propagandists to take advantage of



the present confusion. The citizens of the future need to develop keen judgment in political matters in order to distinguish between those who would maintain democracy through democratic processes and those who are endeavoring to destroy its spirit while they burn incense on the most conspicuous altars to the word itself. Governmental problems and the broader problems of society require calm reasoning, not hysteria, for their solution. Those who frantically rush to "give their lives" for a particular ideology, would many times make a greater contribution to the general welfare if they but gave of their thinking and their time instead.

Most of us have little notion of the century-long struggle through which our present privileges were won. It is high time that the drama of this historic

record be presented adequately in our schools. No stone should be left unturned in the effort to give youth a full realization of what democracy means, of the privileges which it affords, of the ways and means through which, with work and patience, it is to be more successfully achieved.

Objectives Are Goals To Be Approximated

EDUCATION HITCHES its wagon to a star. It hopes, aspires, and struggles. The democratic theory of social life presupposes that every child and every other member of society must have at least some degree of capacity for improvement and growth. That capacity, however large or small it may be for any given individual, is the fulcrum for the lifting power of democracy.

THE preservation of democracy is a question of vital concern to the American people as evidenced by the attention paid to it through the daily press, magazines, and radio. The way to preserve democracy is to make it work. Democracy can best be learned not from books but by practising it in home, school, church, and community, and by adhering to its principles in such organized groups as the National Congress of Parents and Teachers. Because from its beginning the public school has been regarded as the mainstay of democracy, the committee on School Education devotes its major effort to interpreting the school and its program to the people with the hope that parents, teachers, and public working together will build a solid phalanx of support for this cherished institution which will enable it to fulfill the purpose for which it was created.

—CHARL ORMOND WILLIAMS,
*Chairman, National Committee on
School Education.*

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Learning to Choose Companions

By ANNABELLE POLLOCK

"WELL, if I gave each of you a nice piece of bread and jelly, would that fix everything up?" Thus does Blondie, of the comic strip, make peace between Baby Dumpling and his playmate when each tries to blame the other for a quarrel. Disputes, however, are not always so simply settled.

A certain study of juvenile court cases reveals that 74 percent of these young delinquents were involved with one or more companions in their first offense. Thirty percent of the remainder were involved with others in later appearances. Only 19 percent were always alone. These figures might lead us to appreciate the feeling of the mother who said of her daughter, "Betty is such a good child that she is perfectly happy alone. She can amuse herself." Shall we then train a child to get along without companions? Is there danger that even though he does not end in juvenile delinquency he will be thrown with one who dominates him or one with whom he will constantly quarrel? Or is he likely to become influenced by such questionable ideals as "You have to look out for Number One," or "I don't have to take anything from anyone"?

In a world in which we are continually called upon to deal with people and in which none of us lives to himself, solitude, even if desirable, would scarcely be possible. "If we try to state the most effective contribution of social education for children, it would probably be the training which is received from one's associates." Certainly it would be unwise for us to attempt to withhold from our children the values of companionship in order to save them from its pitfalls.

What a satisfaction may be gained from a sympathetic companionship! At the close of a day's work a friend and I boarded the local street car. After sitting for a time without conversation she remarked, "Aren't you glad we know each other so well that we do not have to talk?" How often, too, can much be accomplished through the cooperation of two or more on an enterprise! And may we not learn through our early companionships the fine discrimination necessary to choose where we shall follow and how and where to lead?

A child needs not merely to enjoy friends selected for him. He needs, just as much, to evaluate the people he meets and to choose his own friends; for making

choices is a fundamental part of growth. His choice, however, is influenced by many factors. And that is, primarily, what we are interested in in this discussion. The type of home background from which the child comes may play an important part in his choice of friends and companions. If this home is broad in its contacts, tolerant in its attitudes, and appreciative in its understandings, then will the child have a good foundation for making a choice of friends, whether he has much or little of this world's goods. If, on the other hand, his home environment is narrow, bigoted, or crude, if it is not influenced by outsiders, if it is in any way set apart as different, or if he is ashamed of his home because he feels that it is inferior, he is hampered in his friendships, he lacks courage to venture forth into experiences of friendship, or he is prone to accept any sort of companionship. His friends may be those who are, like himself, narrow and prejudiced, or those who, lacking friends, will seek others whom they can exploit.

Is the home one in which Father is greeted with more enthusiasm by the dog than by his children, perhaps because he greets the dog with more enthusiasm than he does any member of the family? Is this home one in which every member of the family counts as one of the household, where he is listened to and accepted at his own worth? Is there affection and a minimum of quarreling between the parents and between members of the family? Do the members of the family enjoy life together? Do they treat one another, as well as those who come into the home, with a wholesome frankness but with courtesy? A child should certainly spend a portion of every day in the company of other children, but perhaps one evening a week might be reserved for family fun.

Perhaps the best examples in choosing companions may be given in the home. The child sees his father and mother or older sisters and brothers bring into the home their friends and companions. Who are these people? How are they treated? If the members of the family can bring into the home people of varied interests and varied personalities, if they can show appreciation for all in their respective spheres, if they can discuss friends with fairness and with loyalty, the child has already the beginning of training in discrimination. Henry C. Link tells us, "If we are not interested in all kinds of people, then our interest in the few we choose is likely to be less effective." He suggests the interest of the family in those who serve them daily—the postman, the milkman, the delivery man. Above all, perhaps, a democratic spirit will help one to make friends, and certainly one cannot choose friends unless he can make them.

HOW IS THE CHILD TRAINED to be the kind of person who will be able to choose wisely? Overattention from his own family may spoil him for companionship with others who will not consider him first in everything.

Or too much domination by a parent may cause him to develop indecision. Or an undue emphasis on school marks or on competition may hinder his social development by causing him to withdraw from social contacts. The wise parent will help him to develop a variety of interests and to understand how to use these interests with different playmates. A boy talented in music may be interested only in the better musical selections. The wise mother senses that his ability to play the popular songs will contribute to his much needed social development.

The small child may easily be confused by too many playmates. If, however, he has learned to play with his small group, gradually enlarging his horizon of acquaintances, he will be ready for the larger group or gang in the preadolescent stage. This group may be found in the neighborhood or in the school. Happy is the child who lives in a neighborhood where there are children of varied types, varied interests, varied nationalities. A boy from the mountains of the South entered my room a few years ago. When I noted his stringy red hair, his freckled face, his worn clothes, his hillbilly attitude, I wondered how he would be received. I introduced him before school to Jack, who happened to be in the room. Jack's immediate response was a forward step and the cheery comment, "Glad to see you. We need another boy in our room." Enough to warm the heart of the teacher and to show acceptance of the new boy! How he blossomed in the companionship of that group, whose attitude was reflected in the spokesman of the first morning! Would that many of us adults had the ability to welcome newcomers as heartily!

THE PHYSICAL EQUIPMENT of the neighborhood may play an important part in making opportunities for choosing friends. Shaw's study of delinquency in Chicago showed that the areas of greatest delinquency were those in which wholesome play opportunities were least available. The training of the playground may be more important than that of the home. There the children may have an opportunity to study each other and to learn their real selves. I remember a boy of my childhood acquaintance who was considered a "nice boy" by most of our mothers. We children knew him as an undesirable playmate, though we did not explain this to our mothers. He has since been married and divorced three or four times—his difficulties in adjustment suggesting, if not proving, that we knew him better than did our mothers. The playground also emphasizes the give and take of good sportsmanship. It is often quite essential that the complaints of the child who is "picked on" by his playmates be ignored by his parents, lest seeds be sown for further trouble. In sections where no playground is available, parents may often cooperate to permit use of their own yards in turn. This will prevent too much use of one yard, without depriving the children of a place to play.

All normal children desire, at some time, membership in a club or gang. If this desire is met with encouragement on the part of their elders, the children can be satisfied and at the same time protected from the dangers that constantly threaten when they belong to gangs entirely unsupervised. These gangs or clubs are characterized mainly by a name, a time and place of meeting, a list of members, and membership dues. Clubs of the preadolescent usually abound in leaders but are woefully lacking in followers. A baseball club, for example, will not lack for pitchers, catchers, or shortstops, but may find no one who wants to be a fielder. For this reason, perhaps, these clubs are likely to be short-lived. Scouting and camping organizations are valuable in that they offer guidance for wholesome activities but allow enough freedom to satisfy the craving children have for directing their own affairs. Camps sponsored by these organizations give the child an opportunity to get away from home and enjoy wholesome outdoor life, meanwhile participating in varied group experiences. His intimate personal contacts in this atmosphere give splendid training in adjustment.

THE CHILD who is to choose friends wisely must develop certain personal characteristics. Often the parent complains of his child's associates. Perhaps instead he should question the child's training in likable qualities. Has the child been taught to consider others? Is he honest in dealing with others? Is he willing to cooperate? Has he enough spunk to keep him from yielding too readily, but with it the ability to get along with friends, to share responsibility with them,

to face life with them? The child who is trained to be loyal to his friends may be able, when occasion arises, to solve a difficult situation, as did the little six-year-old who invited to her party a little girl with a withered hand. The other children remarked about her queer hand. Jean stated simply, "She can't help it. She was born that way, wasn't she, Mother?" And the incident was closed. The sickly child often fails to make friends readily, having been so pampered that he has become selfish and unreasonable. I am reminded of the mother who, afraid to correct her young child, excused herself by saying, "Maybe he'll die." How wise was the aunt who replied, "Maybe he'll live."

WHAT, THEN, are some of the helps that we may give our children in choosing friends? Perhaps our first step is to set good examples in friendships, evaluating our own companions and accepting them at their face value. Our loyalty to our own friends and to those of other members of the family will have a wholesome influence on the choices made by the child. The freedom to choose must become his own, even though he may sometimes use it unwisely. And indeed he is often more discriminating in this choice than is his parent, for he knows his playmates better and knows them as they are when no adult is around. Confidence in our child's ability to choose wisely and confidence in his desire to act wisely are essential in his development. And, after all, weeding is not the most important thing in the development of friendships. The soil which will grow weeds will also grow good plants. If the weeds would not grow the soil would be of little value.



As Told by Our National Chairmen

ARE YOU WALKING ON DIAMONDS? You may be.

One highschool parent-teacher association discovered it was. A number of its members had longings to learn and do new things. Its principal was sympathetic and called together the parents of the school one night to work out together what they might do to make life richer and more fun. He prepared a list of possible things and asked them to check once those things they would like to do; twice the things they had learned to do; and three times the things which they could teach others. The outcome was that within the group itself leadership for twenty-eight activities was found and there was organized the type of neighborhood recreation-education center that we have been talking to you about for years. Such things as sewing, dress remodeling, millinery, bridge, folk dancing, music of different kinds, forums, cooking and others, formed the beginning of the classes taught by leadership within the group meeting one night a week in the neighborhood highschool.

Why don't you try it?

JOHN W. FAUST, *Recreation*

AFACT WHICH STANDS OUT SHARPLY when we attempt to get perspective on the world in which we live is that our ways of communicating with each other have speeded up enormously, not only because of increased literacy and increased expansion of reading materials, especially newspapers and periodical literature, but also, and perhaps more important, through radio, discussion, and motion pictures.

The school has not yet scratched the surface in its approach to this shift in communication techniques, a shift which puts even the illiterate into touch through radio and movies with the best and the worst in our civilization.

It is exceedingly important, therefore, that we discover and do something about this matter of movies, radio, and the press. We need to discover how they may be used. This does not mean to make their appeal always to the lowest common denominator, but to serve also as devices for illuminating social conduct—for giving individual and social orientation in a world that is cracking under the strains imposed upon it.

EDGAR DALE, *Motion Pictures and Visual Education*

THE BIG BUSINESS of training for marriage should be the parent's particular talent. I know married life is not all love and kisses, but children and youth should grow up sufficiently surrounded by a desirable type of atmosphere so that they at least associate love with normal homes and not with extramarital flirtations. We keep on saying "character, learning, and so forth are more caught than taught." Let our children therefore catch the true picture of married love at home, so they may take it or leave it as part of their future.

Part of the finest training for marriage, for parenthood, in your future child is the picture he gets of home. Children thrive on love; adolescents adore romance, though from the looks of mother and father they hardly suspect that it's been a factor in selection and mating; and adults need love. The home a child grows up in—more than any other single item—determines the child's future interpretation and success of marriage.

AIMEE ZILLMER, *Social Hygiene*

THE FIRST STEP towards understanding child art may be taken by recognizing it as the expression of an illuminated state of mind, and not an attempt to catch a likeness. Everything then depends upon an enlightened vision which is to the artist his idea. Skill, the means of expression, can be found if only the idea is there.

The question then arises, What is the nature of the child artist's idea? It is always a visual idea, always to do with seeing, whether by the mind's eye or the physical eye. The child artist discovers in the world around him relationships, order, harmony, just as the musician finds these things in the world of sound. This cannot be done by the conscious, scheming, planning mind. To a child, art is the simplest and most natural thing in the world. Whenever people are sane, sincere, and free, art can spring up. It is not too much to say that unless a relationship amounting to love exists between teacher and children, child art as it is now understood is impossible.

ELIZABETH WELLS ROBERTSON, *Art*

Soon We'll Vote

By O. W. STEPHENSON

THE OLD PROFESSOR was humped over his desk, sorting and revising his lecture notes on American history. For two decades he had used those notes and he was wondering, and doubting too, whether the lectures built upon them made any lasting impression or did any permanent good. In response to a knock on his office door, he carefully laid aside the "three-by-five" note cards and got up to see who was there. It was two of his more serious students, George and Georgia Thompson, twins from a small town in central Tennessee.

"Come in," he invited pleasantly, with a sweeping gesture motioning them to seats.

"You are not too busy?" inquired the young man, placing a chair for his sister and hesitating a moment before sitting down.

"No, not at all," responded the professor lightly. "I was merely looking through some well-worn notes, trying to decide before the class bell rings which ones to throw away and which to save so I can make my lectures more interesting and worth while. You and the other students in the class must think, at times, that these notes have little bearing on present-day problems and that my lectures are pretty pointless and dull. But we'll pass that up for now. What brings you here?"

"Well, it is partly because of what is on those cards and certain things you have said that we have come to make a request," the girl explained. "You see," she went on, coloring slightly, "this is our birthday; we are twenty-one today and . . ."

"Oh, congratulations! You want some kind of a present. Is that it?"

"Yes, we do, and thank you," chorused the twins. Then the girl completed her sentence, ". . . we would like to be excused from class a few days so we can go home and vote."

The professor did not see. Nor was he sure whether they were complimenting him on his course or were saying, in effect, that there was so little of value in it that they would not miss much even if they were absent



for a while. He thought it would be good diplomacy to feel his way and draw them out before coming to any wrong conclusions or granting their request.

"The total cost of making the trip and casting your two votes would be more than it is worth, would it not? Fully four hundred miles of traveling each way; three days away from classes; and such fatigue for two or three days as to unfit you for work. All that runs into considerable time and money."

"Yes, but we'll get to see our mother," the girl added weakly. "She has been alone most of the time since we first came to college; Dad never recovered from wounds received in the World War." She bit her lower lip to stop the quivering, swallowed twice by way of steadyng her voice, and then trusted herself to give still another reason for making their request. "In after years we'd be proud to remember that we voted in the first election after we came of age. Besides, you . . ." She smiled her embarrassment, unable to finish.

"Georgia is too shy to say it," said her brother soberly, "but it is largely because of what you have said and what you have read from those notes that we believe we should go and vote. You say the American people should remember what sacrifices were made and

what hardships were endured in creating this nation and in making it what it is—"what Master" laid its keel, and "what Workmen wrought" its ribs of steel. You are principally responsible for our view that our democracy, our rights and our ideals, are all worth preserving."

"That is a long speech, Mr. Thompson," said the professor, "but it is a good one; and I share its sentiments. The wars which trouble the world today, and the heartless persecution of innocent people in the nations across the sea, together with the violation of their sacred right to 'life, liberty, and the pursuit of happiness,' should cause our own people to ponder the advantages of living under the stars and stripes. It is my conviction that our citizens should oppose in their speech, in their writings, and by their ballots any and every attempt to weaken or destroy our democratic institutions. If the students got that out of my lectures, some of the things I read or said must have been worth while. But perhaps you can help me. In the few moments left before going to meet my class I should like to have your judgment on some of these notes. Then I will know whether I ought to use them any more."

"I do not think our judgment is worth much," said the young man doubtfully, "but go ahead."

"Very well. But I shall leave it to you to study out the application of each note to the problems of our own times. What about this one?" he asked, selecting one from the small pack. "It was written by General Washington at Cambridge, late at night on January 14, 1776, when he and the country boys with him were hungry, cold, and miserable:

The reflection on my situation, and that of this army, produces many an uneasy hour when all around me are wrapped in sleep. Few people know the predicament we are in, on a thousand accounts; fewer still will believe, if any disaster happens to these lines, from what source it flows. I have often thought how much happier I should have been, if, instead of accepting of a command under such circumstances, I had taken my musket on my shoulder and entered the ranks, or, if I could have justified the measure to posterity and my own conscience, had retired to the back country, and lived in a wigwam. If I shall be able to rise superior to these and many other difficulties which might be enumerated, I shall most religiously believe that the finger of Providence is in it. . . ."

The old professor looked up, waiting for their verdict.

"Use that again, by all means," said the girl with enthusiasm, and her brother supported her judgment.

"I am glad you feel that way. What do you say about this one?" asked the old scholar slowly. "I took it from a letter our first President wrote to the members of a church:

Your sentiments on the happy influence of our equal government impress me with the most sen-

sible satisfaction; they vindicate the great interests of humanity, they reflect honor on the liberal minds that entertain them, and they promise the continuance and improvement of that tranquility which is essential to the welfare of nations and the happiness of men."

The twins agreed that they both had profited from these quotations, and that many other students had also. So the two cards were marked "Save," and were slipped back into the pack.

"How about this one?" asked the professor, selecting a third card and beginning to read:

"In speaking of the necessity of reverence for law and obedience to law, Abraham Lincoln, a century ago, decried 'the growing disposition to substitute the wild and furious passions in lieu of the sober judgment of the courts, and the worse than savage mobs for the executive ministers of justice.'"

The professor stopped and picked out still another card. "This quotation seemed to offer a remedy for the lawlessness common in Lincoln's youth:

Let every American, every lover of liberty, every well-wisher to his posterity swear by the blood of the Revolution never to violate . . . the laws of the country, and never tolerate their violation by others. . . . Let reverence for the laws be breathed by every American mother to the lisping babe that prattles on her lap; let it be taught in the schools, in seminaries, and in colleges; let it be written in primers, spelling books, and in almanacs; let it be preached from the pulpit, proclaimed in legislative halls, and enforced in courts of justice. And, in short, let it become the political religion of the nation; and let the old and the young [here the professor looked up at the twins], the rich and the poor, the grave and the gay of all sexes and tongues and colors and conditions, sacrifice unceasingly upon its altars."

Without waiting for the judgment of the twins the old professor put this note back in its place. Then he peered silently at the card on top, scanned its lines, and read meditatively:

"Those who take sides in the disputes between capital and labor, and those who inveigh against the ownership of private property, might possibly profit by this. Lincoln penned these lines: 'The strongest bond of human sympathy, outside of the family relation, should be one uniting all working people, of all nations, and tongues, and kindreds. Nor should this lead to a war upon property, or the owners of property. Property is the fruit of labor; property is desirable; it is a positive good in the world. That some should be rich shows that others may become rich, and hence is just encouragement to industry and enterprise. Let not him who is houseless pull down the house of another, but let him work diligently and build one for himself, thus by example assuring that his own shall be safe from violence when built!'"

Picking up another card the professor continued reading without looking up:

"The way for a young man to rise is to improve himself in every way he can, never suspecting that anybody wishes to hinder him."

These notes were put back in their place, and then one was chosen which gave the professor considerable amusement. He turned the face of the card toward the twins. They studied it a moment, completely puzzled as to its meaning. The note was nothing more than a series of words separated by dashes, and a statement in quotation marks, as follows:

"Cowboy—Nebraska—barn—fire—oxen—six-gun—lariat—whip—South Dakota—school—picture—eraser. 'The path to empire is whitened by the bones of pioneers!'"

"A story goes with this card," promised the professor, "and I knew personally the central figure in it."

Smiles of encouragement came from the young couple, so this story was told.

"Shortly after the Civil War a well-educated youth in his late teens quit the business of punching cows in Texas and with a team of oxen and his worldly possessions started a northward trek. After weeks of lonely traveling he stopped one night at an abandoned barn in the western part of Nebraska. During the night the hay took fire and his team and everything else was burned up except four schoolbooks, a small supply of food, his lasso, and his six-gun. With the break of day the young cowboy set out afoot, and he kept on day after day until at last he reached the pioneer settlement at Yankton, South Dakota.

"He soon got work helping to complete the first schoolhouse in the state, a log building twenty-four feet by eighteen feet 'on the ground,' with split log benches, a crude desk, and a small blackboard. Since no teacher was available, the 'edicated cowhand' was offered the job, the school committee, however, entertaining grave doubts as to his ability to 'keep the school 'n keep yer head from bein' knocked off by some of these big tough lads hereabouts.'

"A meeting of parents and older boys was called for the Friday night before school was to open on Monday. Small candles provided the light, two on each side and two at the back, somewhat more than a head high, each standing on a small slab of stone wedged between the logs. As soon as all the seats were taken and all the space against the walls was filled except that by the windows, the new teacher took his place on the little platform behind the desk.

"'The meeting will please come to order,' he said in an even, forceful voice.

"But it did not come to order.

"'Who says so?' 'Yes, who says so?' sneered two big boys back by the door.

"The cowboy calmly pulled his six-gun, leveled it at the two candles above their heads, and in quick succession shot out the flames. Soon the Indians and whites had settled into their seats again and were gazing in tense silence at the cool young fellow in front. Again he spoke. 'Quiet!' he commanded.

"The only sound came from the flies that were buzzing on the panes of the tiny windows. To stop that, the cowboy took from his desk his fourteen-foot-long blacksnake whip and, whirling it about his head, killed them with its tip one by one. Every cowboy in

Texas could do the same thing, of course, but in South Dakota the exhibition called for a round of applause. As soon as the clapping ceased the cowboy started his speech. He told his listeners that he had been hired to teach that school and that, besides the common branches, he was going to give instruction in the Nation's history, in its government, and in the value of law and order.

"As he talked he flicked flies from the windows with the tip of the whip, walking down from the platform as he did so. Behind his back a large lad drew a crude picture on the blackboard and marked it 'Teacher.' Turning quickly, the cowboy grabbed the lad by an arm and leg, raised him high, and scrubbed the blackboard with his back, erasing the drawing. Then he hurled the lad to the floor with such force that he was unable to get up. The boy's father started to rush to his son's rescue, but the crack of the six-gun as the

WINTER SYMPHONY

*I have a tree which does not fade,
For which the ornaments are made
By heavenly hands.*

*A thousand miles from here it grows.
With roots beneath the mountain snows
It proudly stands.*

*The cabin, empty, waits there too—
And granite rock whose summit knew
Our eager feet.*

*Now each has something of my heart,
For I have loved them—and, apart,
We strangely meet*

*As each comes calling on my mind:
Cabin, tree, and there behind—
Mountains, mighty, calm and strong—
Mountains rising like a song!*

—VIRGINIA SCOTT MINER

flames were shot from three more candles stopped him in his tracks.

"There is still one candle left," he said significantly through the smoke. "It will stay lighted until we are ready to go, and that will be soon. All I have to say is that folks can't grow up in this or any other community and manage their affairs intelligently and well unless they have some schooling. I am going to do what I can to give the young folks who come here as much of an education as I can. What I want to know is, Are you for me or against me? All those who are for me hold up your hands."

"The first hand to go up was that of the father whose boy was just rising from the floor.

"Here," said the cowboy to the lad, "take this lariat as a present from me. I'll show you how to use it some time."

In a moment every hand in the room was up. The cowboy dismissed the meeting and stepped out into

the night. He stood outside the door a few seconds, looking in at the feeble flame of the one remaining candle. Then he leveled the six-gun again, shot out the little light, and walked home alone."

The bell for the next class sounded in the hall outside the professor's office.

"I must meet the class now. Shall I throw away any of these notes?"

The girl shook her head, and the boy said "No, they are all worth while and will be for many years to come."

"You get your birthday present. Go home and vote for the best candidates. I think you can afford to be absent for a few days."

Good-byes were said. The twins went down the hall in one direction and the professor in the other, the latter holding his notes tightly and saying over and over under his breath, "Soon We'll Vote."

**This is the fifth article in the Parent-Teacher
Study Course: The Family in a Democracy.**



How the Child's Mind Grows

By BETH L. WELLMAN

HOW does the child's mind grow? What makes it grow? Why do some children's minds grow faster than others? The child's mind does not grow willy-nilly regardless of what happens to him. It grows through exercise—not physical exercise but mental exercise.

What is mental exercise? Mental exercise is not drill. It can't be accomplished in doses like getting down bad medicine. It can't be accomplished by putting the child through paces like a race horse, or by practising something over and over like the scales on the piano.

Development of expert thinking is cultivated, not by drill but in what may at first appear to be a round-about way. Provide the child with opportunities for a life rich in experiences, and presto, he will take care of the thinking end. Give him an opportunity for mental exercise, and he'll do the exercising, not on a routine schedule basis, but because life is more interesting and intriguing that way.

How Much Can a Child Change Mentally?

DEVELOP EXPERTNESS in thinking in your child and he will have a high IQ. For that is all we really mean by a high IQ. The child who does a good job of thinking on many subjects has a high IQ. Many people, no doubt, will probably say, "But I thought the IQ couldn't be changed." That is what many of us were taught, but it is wrong. Psychologists who have studied the same children from the time they were very small until they were grown up have shown how wrong that idea is. At the Iowa Child Welfare Research Station we have retested quite a large group of children beginning at the preschool ages and followed through to college entrance. We know now that it is possible for children once just average in intelligence to increase in IQ enough so that they are extremely high, in fact high enough to be called of "genius" intelligence. Personally, I don't like the term "genius" here because not all children who are extremely high in IQ do become geniuses. However, it is a term used by psychologists to represent children who are in the top classification of intelligence. The children that I referred to who changed from average to genius IQ went through the successive classifications of average, superior, very superior, and genius.

For those who are interested in taking a close look at the findings we could draw a picture representing

From time to time we hear or read of a child who has been rated by psychologists as a genius. This always brings about heated discussion and raises challenging questions in the minds of parents and teachers regarding the much-talked-of IQ.

changes in IQ for children who were average in IQ at 3 years of age and became progressively higher as they grew older, until they were geniuses at 10 to 14 years of age. Some of these IQ's go straight upwards and some fluctuate with slight drops but bigger gains next time. Child No. 1, for example, had an IQ of 98 at 3 years of age. This is average, since any IQ between 90 and 110 is considered average. At 4 years of age he was still average, but his IQ had increased from 98 to 109. At 5 years of age he had made another big jump, now testing 126, or very superior. At 6 years of age he had the same IQ, 125; at 7 years, 134; and at 10 years, 153, or genius IQ. In 7 years' time he had changed 55 points. On an intelligence test at 15 years of age he made a score corresponding to the top 1 percent of children in Iowa, and when he entered college he was in the top 10 percent on the college entrance examination.

Child No. 2 was also average at 3 years of age, also testing 98. He increased in IQ much faster than Child No. 1. At 4 years of age he tested 120, or very superior; at 4½ years, 145, or genius; and at 5 years, 167. At 9 years his IQ was 155; at 10 years, 143; at 11 years, 152; and at 12 years, 143.

Child No. 3 was higher than the others at 3 years of age, testing 124. She increased to 135 at 4 years, 146 at 5 years, 143 at 6 years, 160 at 9 years, and 165 at 10 years. At 12 years her IQ was 154. She also was in the top 1 percent on an intelligence test at 15 years of age.

Just as I have drawn a picture of children whose IQ increased, so could a picture be drawn of children who decreased in IQ, going down from average to practically feeble-minded in about three years' time. Child No. 1 at 18 months of age had an IQ of 98; at 25 months, 93; at 28 months, 83; at 31 months, 80; at 40 months, 61, which is considered feeble-minded; and at 52 months, again 61.

Child No. 2 at 18 months of age tested 103; at 27 months, 72; at 38 months, 63; and at 50 months, 60.

These two children respectively lost 37 and 43 points in IQ in less than three years' time. Changes such as

these are not accidents. There was nothing physically wrong with these children. In fact, there was nothing wrong with the children. But there was something decidedly wrong with their environment. These two children, and others similar to them whom we have studied, did not have the loving care and attention of their parents. They were in an institution in which a busy matron did not have time to pay attention to their mental needs. They flourished physically because they were well fed, but they did not make progress mentally because they were intellectually undernourished. The other children, the first ones I mentioned, who increased so greatly, did have the loving care of parents who provided them with superior home advantages. But they had something more.

In discussing how such changes were brought about we come back to our original statement. These changes occurred because of mental exercise. These children were only average in ability when their parents decided to take an important step toward providing for their mental exercise. They were enrolled in preschool. From then on their lives were made richer in experiences and opportunities to learn, both in preschool and in the school they attended after preschool. The children became experts in thinking because life (and the schools) presented them with the opportunities.

What Can Parents Do to Enrich the Lives of Their Children Mentally?

IT HAS BEEN SAID that the best type of mental exercise is not accomplished by putting the child through paces like a race horse or practising something over and over like the scales on the piano. It is accomplished by providing the child with free channels for the exercise of mental power—by providing the child with the opportunity for a life rich in experiences. Parents do not need to sit back and say it is up to the schools to take all of the responsibility. It is their responsibility to provide the child with the varied intellectual and emotional experiences associated with family life.

The first thing that parents can do is to watch for things the child is beginning to be able to do and provide opportunities for their practise. Some parents are far more successful than others in providing a rich life for their children during the very important first years. Some children are already at the genius level at two years of age. It is not enough during the first few months of life to feed and clothe and bathe the child. The alert parent watches for things the baby is beginning to be able to do and makes it possible for him to exercise those abilities if he shows any such inclination. Perhaps the parent provides some simple materials that will give the infant an opportunity to do these things. The alert parent may go even further and provide materials a step or two ahead of the child. But the alert parent does not drill the infant or insist

on his mental exercise. Intellectual development flourishes in an atmosphere which encourages thinking rather than forces it. The first thing that parents can do, then, may be summed up in this statement: Observe the child, note what he is beginning to be able to do, and put him in a position where he can practise those things.

A second thing that will help is to see that the child is free from personality difficulties which interfere with mental progress. This applies to all ages. Jealousy and lack of self-confidence, in particular, may interfere. I know a four-year-old child who showed fine mental development during the first two years of life. Up until then he was the only child and the center of attention. Then his baby sister arrived. Now baby sister is two years of age. The older child is so busy keeping one eye on what baby sister is playing with and doing, for fear baby sister will get something he doesn't have, that he never seems to be able to devote his whole attention to whatever activity he himself is engaged in. As a consequence, his constructive ability is suffering, for he never gets thoroughly absorbed in his own efforts. Baby sister's activities are suffering, too, because of constant interference.

A third thing that will help is to provide what we call extensions of environment. A young child I know who has an IQ of 160 has had a number of experiences outside of the home. She has repeatedly been all over a farm and has actually helped set out tomato plants, learning at three years of age how to tell the better from the poorer grade. She has had a trip through a large department store—not one of those trips where mother whisked her along as she made her purchases, but a leisurely trip, just for her, with mother explaining things as they went. She has spent the night in a hotel and ordered her own meal in the hotel's dining room. She has taken long automobile trips, in which she began to recognize the differences in gas signs and highway signs. She has visited the state capitol. Extensions of her environment have been carried on within the four walls of her own room. She has learned the value of money and how to make change by playing a game with her parents of buying things about the house. In these transactions she has used real money. She is allowed to set the table and to plan its decoration. When she is invited out to dinner she notices the flowers on the table and the kind of bowl used. The next time at home she tries to duplicate them.

Life outside becomes richer because of experiences at home. And experiences at home become richer because the experiences outside can be brought in to apply to those at home. Parents and teachers who are constantly on the alert to encourage children to make use of new knowledge, who provide them with opportunity to exercise their minds, are doing what they can to enrich the lives of their children mentally, to encourage and stimulate them to take on a growing mental stature.

Editorial

ONE of the most interesting and significant developments of the past fifty

years has been the emergence of a form of group living known as community life. There is nothing essentially modern in the living together of groups of people in any area of common life—village, town, county, or even wider area. The new element is apparent in the way in which the group is held together and in the purposes which animate its activity. The community of today is, as always before, a group which has a common focus of life; but the significant aspect of the modern community is its definite and acknowledged acceptance of a common interest. This common interest may be any one of countless objectives: to get away from the hurry and high rents of the city; to find a place where one may best pursue his chosen means of livelihood; to seek the companionship of others of like background and belief; to find protection from persecution and danger; to seek education or health or happiness. Whatever the interest, where men join in a common endeavor directed toward its fulfillment, there is the community.

As the community becomes increasingly conscious of its shared interest, it is inevitably drawn more closely together. There is found in this closer relationship not only a common interest, but a common purpose as well. The common interest draws men together; but the common purpose which represents the will and intent of the group holds them together and motivates their activity. The scattered group of lobster fishermen drawn to the shore of a cove on the Maine coast because of their common interest in their mode of making a living, becomes eventually a powerful, closely banded association, united in the common purpose of marketing their wares. Thousands of ambitious and hopeful young people with an interest in painting have drifted into picturesque spots to capture beauty for their canvas. To their common interest they have added a common purpose to serve their art, and so has come into being the art colony which has influenced and changed the history of modern art. Out of the community, with the like interests of its members, there comes the association, loosely or formally set up, for the achievement of its like purposes; and when the community thus chooses and accepts its common purposes, it thereby sets up activities for their realization.

THE PARENT-TEACHER ASSOCIATION affords a notable example of how this new community life grows and how it plays a part in American culture today. The individual members of the local association hold interests in common: the health of the children in the neigh-

borhood; the safety and protection of all individuals at home or abroad; the provision of libraries;

the quality of commercial entertainment offered the public; the opportunities for education, for recreation, for religious expression, the adequacy of the school buildings; the living conditions in the locality; the standards of public servants, the newspapers, the radio; the civic interest and social response of those who make up the community. Every parent and teacher holds some or all of these interests in common with other parents and teachers. They constitute a community of interests.

On the basis of these like interests, parents and teachers come together to discuss their common problems. As long as they have only interests in common they are merely a group; when they define and accept their common purposes they become an agency for the accomplishment of unguessed achievements. They will to unite in behalf of the improvement of the conditions which affect the health and safety of their children; they will to use every effort to secure more library facilities and recreation opportunities for all; they will to exert their influence on press and radio and motion pictures; they will to build a public opinion which insures justice to every member of the community and which promotes friendliness and brotherhood in ever widening circles.

THE NUMBER AND CHARACTER of the common interests of the people measure the number and character of their common purposes. A changing civilization evokes new interests. The radio, the press, the motion picture, new modes of transportation and communication—these have all widened man's horizons and broadened his interests in human relationships. These new interests in turn create new purposes—the desire to find some end, some fulfillment of ourselves in relation to one another; ultimately, the desire to attain world brotherhood and universal peace. New purposes demand new group activities. America today owes its fundamental strength and stability to the activities growing out of the community life of its citizens. The parent-teacher association is the prototype or essence of the larger community life. It represents manifold interests held in common by its many thousand members. It expresses the consequent common purposes willed by its members in behalf of children and youth. To fulfill both its interests and its purposes it develops social activity in home, school, and community. The parent-teacher association is playing a significant part in developing communities which are progressive and free. The parent-teacher association has a major share in building a social democracy.

The Community Looks at Public Health

By W. W. BAUER

WHEN the community looks at public health, it must do so through the eyes of its citizens. In order to develop my theme, I shall therefore proceed as if a well-informed citizen might be in a position to have public health activity in his community pass in review before him. Naturally, I cannot take a typical community because there is no such thing. Between such metropolitan centers as New York City, Chicago, San Francisco, and Los Angeles, there is as much difference as there is between these great cities and the smaller cities which are still metropolitan in character. These, in turn, differ from the hundreds of small cities approximating 50,000 population and upward, and these are totally unlike the village communities and rural areas. In a far-flung, diversified civilization such as that of the United States there can be no typical community.

At the same time, there is a fundamental sameness in our civilization which renders all communities typical to a certain extent. The individual citizen, who is the ultimate consumer of public health activity and service, is fundamentally the same in the slums of New York City, the mountains of Tennessee, the bayous of Louisiana, the plains of the Midwest, the valleys of the Pacific Coast, and the mountains of the Continental Divide. He is an individual American, prone to look about him with a critical eye and to select that which pleases him and reject that which does not. His selections and rejections may not always be wise and may seldom be based on adequate information, yet such as they are, they are his.

OUR WELL-INFORMED CITIZEN surveys the panorama of public health activities and observes certain fundamentals of community sanitation which contribute to better health but which are desirable in themselves for reasons unconnected with health. The development of modern plumbing and sewerage in our cities is not only a health necessity, but is esthetically desirable. Community cleanliness through disposal of garbage, ashes, and waste, makes a relatively small contribution to health, but renders our communities infinitely more pleasing to see and more acceptable to live in, insofar as it minimizes the development of rats, flies, and other vermin, thereby contributing to the health and safety of the community. Our citizen may see in his community all grades of effectiveness in the solution of these

fundamental problems. There are in some of our greatest cities areas where the disposal of human waste has progressed no farther than the earth-pit type of so-called sanitary convenience. There are great cities in which garbage collection, street cleaning, and other fundamental sanitary services are provided in name but not in fact, or are provided ineffectively and intermittently. In rural areas provisions of a sanitary character are mainly individual and are frequently of the most primitive type and are most inadequately maintained. Along these lines alone there is room for tremendous progress before we can look upon community sanitation of the most simple and fundamental character and point it out with pride as a job well done.

OUR CITIZEN LOOKS UPON other community functions closely allied to sanitation but more specifically of interest in relation to public health. These include provision for pure water, pure milk, and the safe distribution and handling of perishable food products. Water supplies, whether community or individual, may come from natural sources including lakes, streams, springs, and rivers. In such a case, they are almost certain to be polluted except in the regions most scarcely populated by human beings. On the other hand, water supplies may come from artificially directed or artificially created sources such as wells or reservoirs. In this case, too, there is danger of pollution unless the construction of the facilities is carried out with due regard to sanitary necessities. Water is a fundamental necessity of life, and pure water is absolutely essential to the maintenance of health. There is a tremendous public prejudice against treated water. Not long ago, while motoring across country, I stopped overnight in a private home where tourists were accommodated. When I asked for a drink, I was offered water from a private well with the explanation that "they put stuff in the city water and it tastes terrible." I declined the pure sparkling water from a well of unknown character and drank the "terrible" tasting city water, feeling much more secure against the water-borne diseases; namely, typhoid, dysentery, and cholera. Many of our people have forgotten that not more than a century ago this country was in the grip of a terrific epidemic of Asiatic cholera which entered with immigrants at seaports, swept up and down the river valleys, and followed the overland trails to the gold fields in '49. Tremendous

strides have been made since those days and typhoid is virtually unknown in cities except as vacationing tourists bring it back. In rural areas where sanitation and water supply alike are in a primitive state, typhoid is not unknown.

Pure milk is recognized as the nearest approach to a perfect food. It is essential in the diet of all persons at all ages, but is especially important in infancy. Milk is capable of carrying many diseases, of which the most important are typhoid, scarlet fever, diphtheria, measles, smallpox, undulant fever, and tuberculosis. It becomes essential, therefore, that the well-informed citizen looking at community health behold a satisfactory picture of milk control. This involves the origin of milk only from herds which have been tested for tuberculosis and from which infected cattle have been removed. This situation is now cared for by Federal and state cooperation in all but a very few counties in the United States, and the probabilities are that these counties too will be federally accredited within the next year or two. Herds producing certified milk, which is customarily sold without pasteurization, should be tested not only for tuberculosis but for Bang's disease, which is caused by the same organism producing undulant fever in man. This movement, too, is spreading rapidly. Milk from healthy herds must be handled by healthy milkers, garbed in clean uniforms for milking and using clean hands or clean milking machines to deliver milk by a satisfactory milking technique. Milk must be promptly cooled, delivered to the dairy as quickly as possible, pasteurized by heat for not less than 30 minutes to 142 degrees Fahrenheit, rapidly cooled, bottled in sterilized bottles, and sealed against future contamination by suitable caps. Desirable protections include dating of the cap to limit the sale of milk within a specified period, and the provision of ice to surround the milk bottles pending delivery. Milk of such character naturally deserves continuous refrigeration in the home and protection against contamination with dirt and dust or the infectious secretions of persons having colds or other communicable diseases.

Perishable foods include meat, bakery goods, fruits and vegetables, fish and sea food. I can outline here only the general principles underlying supervision of the distribution and handling of such products. Meat

should be federally or locally inspected to assure the buyer that it is free from parasites, infections, and spoilage when it leaves the packer. If smoked, canned, preserved, or processed in any way, the inspection should extend to the finished product. In this way the public is protected against infestation with animal parasites except the pork worm or trichina, against which no inspection has been found satisfactory. Hence all pork products must be thoroughly cooked. Rare pork is a positive menace under all circumstances, and raw pork is even worse. The principal danger from fruits and vegetables has come from sprays used for the control of insect pests. Such spraying is absolutely necessary to preserve the crop, and the sprays thus far found effective are poisonous. Many of the common fruits which may be eaten without paring, such as apples, pears, and the like, are now required to be washed, and the U. S. Department of Agriculture has established a minimal content of spray residue which is believed to be nonpoisonous. It is always safest to eat such fruits only after an additional washing. It is advisable to cut out the stem and blossom ends which are not readily washed clean. The principal menace from bakery goods lies in cream-filled products, which are dangerous since their filling constitutes an ideal medium



for the growth of germs, especially in hot weather. Methods of pasteurizing bakery goods have now been developed, but there are many careful bakers who decline to market certain forms of cream-filled goods in hot weather. In any event, it is always safest not to buy such goods except on the first day, since they grow more dangerous with age. Fish and sea foods are now carefully inspected and certified by the United States Government for shipment in interstate commerce and

are therefore seldom found unsafe. Certain sea foods such as mussels have been found unsafe at certain seasons because of infestation with a parasite. Warnings by state health authorities caution the public against consuming these sea foods during the danger season. Mushrooms gathered in the fields are always potentially unsafe because of the possibility of mistaking a poisonous mushroom for an edible one. Widespread culture of mushrooms now renders it needless to eat varieties of unknown origin.

While the public authorities can throw many safeguards around the individual citizen, it is necessary for him to be on the alert and to cooperate in his daily practise of marketing and consuming food. If proper safeguards do not exist, then the citizens can make the demand for them felt by organizing for action at the polls or by that most effective weapon, refusal to buy unsatisfactory food products.

AS THE CITIZEN SURVEYS the health of his community, he finds, or fails to find, control of communicable diseases through organization of health and medical facilities toward immunization against smallpox, diphtheria, whooping cough, typhoid, and possibly scarlet fever. He finds, or does not find, prompt reporting of contagious diseases immediately followed by effective, fearless, and impartial control measures such as quarantine of cases, restrictions placed on carriers, convalescents, or exposed persons, contagious disease hospitalization facilities, and the vigilant activity of public health nurses in the schools to discover cases which might otherwise escape notice. If these facilities exist, our imaginary citizen cooperates with them to the fullest extent. He does not conceal contagious diseases in his own family for the sake of evading quarantine. He does not argue that because his neighbor escaped quarantine he too should be exempt, because he realizes that two wrongs do not make a right. He does not hesitate to report a neighbor who disregards the public welfare by concealing cases or violating quarantine; but, at the same time, he does not attempt to pay off grudges by reporting a fancied violation of quarantine regulations. He does not fail to avail himself of immunizations provided in his community. If, in his scrutiny, he fails to find these facilities or any one of them, he should proceed to enlist the interest of his community and to provide these essential safeguards.

Our citizen looking upon public health in his community will see or will not see, as the case may be, the health of the school child safeguarded by a physical examination during the child's first year in school with reports to parents of the physical needs of the child including medical treatment, glasses, dental treatment, alterations in dietary habits, and other health practises. He will see this examination repeated once or twice during the elementary school life of the child or perhaps oftener. He will see, if his community is well organized, a constant effort by the school to persuade

parents to provide the necessary medical and other attention to the needs of the child; he will also see, if his community health program is wisely administered, that the school will not attempt to set up clinics or go into the business of medical or dental treatment. The function of the school, as I see it, is to lead and persuade, but not to provide medical or dental treatment even for indigent children or those unable to pay. Free service is better provided through social service or through relief organizations than through the school. He will see in his schools adequate provisions for lighting, ventilation, cleanliness, washing, and the needs of the children in regard to drinking water and toilet facilities. He will see steps taken to provide against accidents in the schoolroom, the shops, the gymnasiums, the playgrounds, and on the way to and from school. If he fails to see these provisions he will know how to take steps toward securing them.

The observant citizen looking upon his community's health program should find a public health department interested in getting the expectant mother under early medical care and a medical profession alert to play its proper part in such care. Proper facilities should be available for the care of the poor; this may be done either through the offices of private physicians or, where circumstances warrant, through outpatient or motherhood conferences or clinics. The more this program can be carried out through private physicians, with community aid in cases where such aid is necessary, the better will be the results. This interest in the child should be carried through birth into infancy, with private or public facilities according to the economic status of the family, and with the cooperation of the medical profession. In the preschool years vigilance should not be relaxed. I do not have time in this brief survey to do more than refer to the Summer Round-Up of the Children, in the development of which important Congress project I have been happy to have a small part. The only way in which mothers and children can be safe lies in giving them the advantages of modern scientific knowledge. In giving them this advantage it should not be necessary to set up tremendous new agencies requiring a great deal of organization and overhead. Most of the lag between knowledge and practise can be taken up by application of existing knowledge through public health organization and the medical profession working in close cooperation. The education and leadership should fall largely upon public health agencies; the delivery of medical service should be through practising physicians in the several communities.

SPECIAL INTERESTS in the field of health can be permitted only the briefest sort of mention. Among these are eyesight saving, conservation of hearing, eradication of tuberculosis, the fight against syphilis, efforts at cancer control, and attempts to solve the problem of heart disease at early ages. To many of these objec-

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tives special efforts have been directed. Even individual diseases such as pneumonia and infantile paralysis, in addition to syphilis, have been the subject of special control measures. The observant citizen should see in his community close cooperation between doctors, health officers, voluntary agencies, and the public in the attack on these health problems. All of them are important. None of them is important enough to merit the entire attention of a community or to overshadow all the others. Sensible balance is essential for a well-conceived health program. The citizen should not be content with looking upon these movements with benevolence. He should help in them. He should recognize, too, that certain objectives can be achieved through community effort and in no other way. Among these are sanitation, pure water, pure milk, food inspection, contagious disease control, sanitation in the schools, and health education. He should realize that other objectives can be achieved only through individual vigilance and personal cooperation. Among these are the control of tuberculosis, the advancement of personal health through periodic health check-ups, the correction of physical defects in school children, the cultivation of healthy habits of living in all generations, and the treatment of disease.

OUR IMAGINARY observing citizen looking upon public health in his community will probably not find an ideal picture. If he were to chart the activities in his community on the basis of quantity performances alone, he would achieve a chart resembling the skyline of a great city in which tall skyscrapers stand high above the lower buildings. In his chart the skyscrapers would represent those activities which are relatively adequate in his community; the lower buildings would represent

those which need stimulation. The more nearly uniform his chart and the higher its level, the better will be his picture of public health in his community. Quantity alone is not a measure of quality. Conceivably a community might do an enormous volume of public health work and do it badly. This, however, is not usually the case.

THE GREATEST PROBLEM in public health today is the lack of adequately trained personnel. If every county in the United States were to establish a full-time health unit tomorrow, there would not be enough qualified public health officers to direct them. In an era of paradox there is none greater than widespread unemployment and at the same time a lack of qualified personnel for jobs waiting to be filled. Efforts are being made through special educational provisions to provide qualified incumbents for public health positions. Health officers, nurses, engineers, and technicians are being trained. When they are trained, the citizen should insist that positions be filled on the basis of qualifications and on no other basis whatsoever. This is the desire of the medical profession and of trained workers in public health. It can be achieved only through wide public support.

Thus, our observing citizen looking about him at public health in his community sees much to praise, much to be desired, and occasionally something to condemn. In the last analysis the support of that which is good, the provision of that which is lacking, and the correction of that which is amiss, depends upon the observant citizen. For him and for him alone exist the professions upon which public health is based; namely, medicine, dentistry, nursing, engineering, education, and laboratory work and research.

What the School Does about Individual Differences

By ELISE H. MARTENS

How Was Jimmy's Problem Handled?

JIMMY disliked school. He had made excellent progress in the elementary grades and had been happy there, but when he entered junior highschool something seemed to go wrong and he frankly said that he "hated school." As a result, he tried to run away from it all. And adjustment was brought about because the principal and teachers understood child nature and because, when they learned of Jimmy's overpowering fascination for "rocks," they were ready to work with him to make the most of it. They did not excuse him from school work just because it was distasteful to him, but gave him an opportunity to capitalize his special interest. In his new program Jimmy soon found that the same school work took on a new significance. Making room for a "rock museum" at the school, emphasizing the help of geology in understanding history, suggesting "rocks" as a topic for writing, encouraging the organization of a geology club—these were all efforts on the part of the school to help one small boy to make a happy adjustment. This is what the skillful teacher tries to do for every child.

How Are Every Child's Problems Handled?

THE MODERN SCHOOL makes the most of children's interests and abilities in several ways. It emphasizes the fact that *living and learning* go together. It tries to make every classroom a happy place of interesting work for every child. It gives every pupil a chance to learn at his own rate, to find opportunity to express his own interest, and to have a part in the social experiences of groups. To achieve this, arrangements are made for children to work in different groups according to their varying needs and interests. They receive individual guidance when they need it.

Pupils have a part in planning school activities. As they are able to carry the responsibility, they are taught to direct their own activity. If a child has a special interest or hobby that is worth while he is encouraged to develop it. Hobbies, clubs, excursions,

drama, music, and art are all a part of the modern school curriculum. This does not mean that the "three R's" are left out of the picture. They are learned when needed through activities that are a part of each pupil's everyday experience.

When Do Very Special Adjustments Need to Be Made?

THERE ARE SPECIAL WAYS of helping pupils who have unusual needs or difficulties. The child who has a very serious difficulty in learning to read must have individual remedial help. Children who are exceedingly slow to learn in every field often are given the opportunity to enroll in a special class. They are given the guidance of a teacher who knows their nature and needs and is particularly capable of helping slow learners. Altogether, the school of 1938 is marked by a sincere effort to help each

child to profit the most from his school experience, looking toward his own greatest happiness and his best contribution to the community of which he is a part.

Some Questions to Think About

1. "Going to school" is often pictured as an experience to be endured rather than to be enjoyed. Does this represent the attitude of the children in your home, or, if you are a teacher, in your class? How many of them really *dislike* school? How many of them really *like* it? Find out what you can about their attitude in this matter.

2. If any of them "hate" school as Jimmy did, can you find out why? What do you think can be done to help bring about a happier attitude (a) in school, (b) at home?

3. How does the school of your community provide for individual differences among children? If you are a parent, find how it helps *your* child to grow as a "person" different from other persons? How do you help him at home? What more do you now see that you can do?

FOR its radio project for 1938-1939 the National Congress of Parents and Teachers is cooperating with the United States Office of Education in presenting a series of broadcasts, "Wings for the Martins." This series, which will be heard weekly over the blue network of the National Broadcasting Company, 9:30-10:00 P. M., E. S. T., dramatizes the life and adventures of the interesting Martin family. Each month the *National Parent-Teacher* will devote a page to the interpretation of some of the problems presented in these broadcasts.

We Need Intelligent Leaders

By HELENE HEYE



IT HAS been said that in America every mother expects her son, when grown, to be President. Recently, I overheard a Canadian remark that "nearly every boy in your United States does grow up to be president—of something!" While the truth of this latter remark is questionable, may there not be some truth in the statement that parents in general hope that their child will be a leader, if not a president?

Society, it seems, has always been organized through leaders and leadership. Wherever we find people we find leaders. The history of the world is primarily an account of leaders and leadership. When national and international affairs become critical, the eyes of the world turn toward its leaders. In a political sense, there has never been a time when leadership has assumed the importance that it holds today. A powerful leader can organize his people so efficiently, so effectively, that the force is felt in international policy. Russia, Germany, Italy have written their stories of organization under powerful leaders.

While we may not approve of the motives or the methods of such organization, we must agree that the leadership is effective in the sense that it is accomplishing its purpose. We may argue that this is regimentation, that dictatorship is not leadership. What leadership does involve is an emotional unity. This unity is consciously or unconsciously experienced in a group that is intensely aroused in behalf of some "cause." The cause may be religious, political, social, professional. Anything that involves the interests or needs of a group may be made a cause. Often, of course, these interests or needs are unrecognized and unrealized until someone comes along and points them out.

Our American society has a great deal of group organization. There are literally thousands of community, state, and national organizations. Some of these are loosely organized, admitting young and old, rich and poor. Some are so highly selective that they include only those of a particular ancestry, religion, or scholastic attainment. Group organization of any type involves leadership. Leadership, however, is also evident in groups even more loosely organized. When there is mischief afoot in school or home, ask the teacher or mother if she knows who the ringleaders are!

When we know that something is "about to pop loose" we lose no time looking for these leaders. When we as adults have "axes to grind," when we need support in an enterprise of our own, we look toward these leaders first in enlisting aid.

If we now ask why certain people are leaders and what kind of people make the best leaders, we are forced to draw heavily upon history for the answer. Do leaders appear because they are needed? Why are Lincoln, Washington, Jefferson, Franklin, Hamilton, Patrick Henry, James Monroe great American statesmen? Why do we know the names of Emerson, Bryant, Whittier, Lowell, Harriet Beecher Stowe, Horace Mann? Certainly Samuel Morse, Robert Fulton, John James Audubon, Eli Whitney have claim to leadership. What qualities did they possess? An intensive study of these national leaders might disclose some common elements; but thus far the problem has been regarded as too complex.

A FEW ATTEMPTS have been made to analyze the qualities of leaders among children—a much simpler problem but nevertheless one which is invariably reported as too complex for reliable analysis. One study reports that children who are leaders tend to be larger, brighter, better dressed, more daring. They are more fluent speakers and greater readers, less emotional, and less selfish than the typical child. Another study reports that leaders among children are more intelligent, active, and emotionally responsive than others in the group. In a third study 5,000 children stated what qualities they desired in friends and in leaders. For the most part these qualities were the same. Good sportsmanship, however, was found desirable in friends but not included as necessary for leaders; while ability and achievement, declared necessary for leaders, were not among the qualities desired in friends. One prominent educator believes that the children who are most likely to be selected as leaders are not extremely different from others in their group in respect to general ability, size, and appearance. In other words, it's well to be clever, but not too clever!

Since the study of the social behavior of adolescent children is so difficult, it is interesting to note that studies of leaders in the preschool ages in general agree with those which have just been mentioned, stressing the same qualities as necessary for leadership. Sociability, self-confidence, attractiveness of personality seem to be common characteristics, regardless of age.

One interesting piece of research in these early years indicates that leadership may be influenced by training. When shy, timid children, previously dominated by others, are shown how to use play materials and then placed in a situation where they can show off their newly acquired accomplishments for the benefit of other children, they proudly and boldly dominate the situation. They are more active, they talk more, they are more confident and aggressive. Perhaps, then, we need to encourage these shy, quiet children to build up confidence through self-expression. Introduce a child to material leading to fascinating activity—then he will probably forget himself in eagerly demonstrating to others!

BUT IS LEADERSHIP SO SIMPLE? Even a most superficial examination of great leaders points to other factors. The social structure, the accident of circumstances, personal motivation—what of these? And we are likely to forget that to be termed a leader is not always a commendation. The world might have been much better off without some of its leaders. Leaders may wreck a society as well as build it. Leaders may organize groups to destroy other groups. Crime may be organized as well as education or religion. War is organization as truly as is the movement for peace.

What, then, do we ask of leaders—leaders worthy to be called intelligent? Leadership worthy of the name demands that motives be unselfish, that the welfare of large numbers of people be advanced, not imperiled. Whatever the cause that is sponsored, the promoting of it should result in greater satisfactions and larger possibilities of achievement for the majority of the people, but the cost is likely to be excessive if these satisfactions and achievements are accomplished by oppression of other groups. Intelligent leadership should ask for intelligent cooperation. No movement can be permanently successful without this.

Intelligent leadership, then, takes a long look ahead. Long-time planning in the face of immediate desire and need often calls for strong conviction. A prominent educator suggests that every plan in education be checked against the preamble to the Constitution of the United States, and the Children's Charter of the White House Conference. How many of our leaders in politics and industry would be willing to check their plans against these social ideals? And our leaders in research and science—do they sometimes forget their responsibility?

Although we are in particular need of social leadership, all fields of creative endeavor offer opportunities to leaders. Art, literature, painting, architecture—each is largely an expression of the life of a nation. It is not merely because they embodied the principles of art that the world's masterpieces have endured. The artist had something to say. We need leaders in drama, literature, art. We need individuals who, hav-

ing something fundamental to say, have the courage to say it and the ability to say it in such a way that others can understand it.

But these others who understand, who appreciate the effort of a leader, who follow him, what of them? No leader is strong unless he can influence others, unless he can organize individuals into a mass that has power and unity. Does this mass need intelligence? If leaders were always unselfish, always interested in the welfare of people—regardless of nation—perhaps we would not need it. But many leaders today are not so. Perhaps, except for a few truly great individuals, people are incapable of thinking beyond immediate and personal desires.

If there is a responsibility resting upon leaders, there is also a responsibility resting upon those who follow. Can people be taught to postpone decisive action until they are sure that anger or fear or hate are not blocking intelligent thinking? Can we so teach that individuals will develop resistance to mob psychology?

Society needs leaders to inspire people to action. If this inspiration is purely emotional we are likely to have mob action, blind reaction to primitive emotion. If, however, it involves social intelligence—sympathetic understanding of others and regard for their welfare—it assumes the aspect of real leadership. If it goes further and observes no social limits of class or economic status, then we have great leadership.

What then shall we say is required for intelligent leadership? On the part of the group, there must be conviction that some end is desirable enough to justify the making of a sacrifice to secure it. There must be a need for group action. But the method of action is important also. The group must know not only what they want, but how to get it in a legitimate and honorable manner. The leader's function is largely one of indicating how the needs of the group can be realized most easily. The ability to foresee consequences and to assume responsibility for the taken action is more important than ability to plan and organize. Anyone with a dynamic personality can organize a group to respond temporarily; real leadership is based on more enduring qualities. A deep understanding of people, traditions, customs, habits, governments, and of the whole pattern of society is essential. Integrity, honesty, sincerity are necessary, for real cooperation is impossible if a leader is not respected.

MANY A PARENT would not be sorrowful about the apparent disinclination of his child to lead if he realized how much a leader must endure. To be selected as leader may be an honor, but it is honor at a price. A leader must sacrifice time, energy, and convenience. He must suffer criticism. He must be willing and strong enough to bear the consequences of group action.

And how can such leaders be trained? Certainly they do not spring up overnight. Unselfishness and cooperation and responsibility are best learned early

and in the family group. Perhaps the school and playground are the best teachers of the ideals of larger groups of people. Encourage the adolescent to belong to many different groups, to cultivate many interests. Any program that educates for intelligent family and community living educates for leadership. Every child should have opportunity to lead in some activities. This may be given by helping the child to develop skill so that he may excel in some situation and thus be able to feel equal or superior to other children. The confidence which he derives from such experience may transfer itself to other situations. No less important than the ability to lead is the ability to follow in

certain situations, to cooperate intelligently with other people. Such a balance prepares a child much more adequately to take his place in the adult world. It also provides for success and satisfactions in those things which a child can do best—an important factor in adult adjustment and integration. A happy, well-adjusted person should be able to make far greater contributions in the role of leader than a person who is irritable, bitter, disgruntled. Home, school, and community can make contributions toward this end. In the final analysis, all three will be richly repaid by the contributions of their children, grown up into responsible, intelligent, cooperative citizens.

RING OUT, WILD BELLS

*Ring out, wild bells, to the wild sky,
The flying cloud, the frosty light;
The year is dying in the night;
Ring out, wild bells, and let him die.*

*Ring out the old, ring in the new,
Ring, happy bells, across the snow;
The year is going, let him go:
Ring out the false, ring in the true.*

*Ring out a slowly dying cause,
And ancient forms of party strife;
Ring in the nobler modes of life,
With sweeter manners, purer laws.*

*Ring out the want, the care, the sin,
The faithless coldness of the times,
Ring out, ring out my mournful rhymes
But ring the fuller minstrel in.*

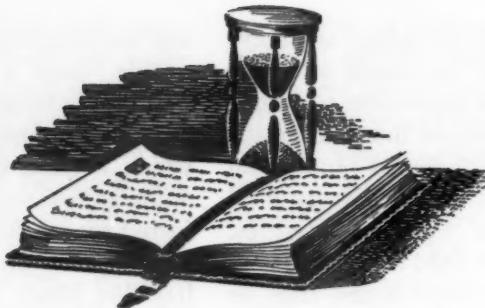
*Ring out false pride in place and blood,
The civic slander and the spite;
Ring in the love of truth and right,
Ring in the common love of good.*

*Ring out old shapes of foul disease;
Ring out the narrowing lust of gold;
Ring out the thousand wars of old,
Ring in the thousand years of peace.*

*Ring in the valiant man and free,
The larger heart, the kindlier hand;
Ring out the darkness of the land,
Ring in the Christ that is to be.*

—ALFRED TENNYSON

TURNING BACK



THE PAGES

WHOOVER THINKS about the New Year in terms of a growing and forward-looking purpose does well to turn back for a brief moment and reflect a little on the past—not for information alone, but for illumination of the purposes and ideals which are our tradition. It is with pride and not a little joy that the NATIONAL PARENT-TEACHER turns the pages of former January issues back to—

30 YEARS AGO

THE PRESIDENT'S DESK presents a happy picture of the outlook for 1909: Rejoicing that tolerance between people of different religious faiths is supplanting the old religious quarrels which in olden times caused many wars; rejoicing that "the heart of religion, which has its outlet in service to humanity, has never been as prevalent as today"; and rejoicing, finally, that the earnest effort to arbitrate differences between nations has made great progress. . . . Prevention is the keynote of the twentieth century: Tuberculosis, which has resisted the most learned physicians for centuries, is finally yielding to the wise men who have mastered the secret of its approach; the establishment of juvenile courts belongs to this decade, opening greater possibilities in the protection of childhood and the prevention of crime.

AAN APPEAL IS MADE to fathers and mothers to aid the child wives of India, to release them from their appalling conditions by working with the Indo-American Woman's Restoration League. The purpose of the organization is to aid in bringing about the enactment of a special law to protect the little girls of India until they are sixteen from the horrors of child marriage.

COUNTRY LIFE is discussed by Theodore Roosevelt, President of the United States. He urges the National Congress of Mothers, which he believes seeks to reach every home and bring light and cheer to every parent and wise, loving guardianship to every child, to take a vital interest in improving the conditions of country life. He says, "There is not a more important person, measured in influence upon the life of the nation, than the farmer's wife, no more important home than the country home, and it is of National importance to do the best we can for both."

An article presents the subject of new opportunities for blind children. The author offers suggestions by which sightless children may live happy, useful, and

independent existences. . . . "The Greatest Educational Need," "Adolescents," and "The Making of Citizens" are titles of other articles presented.

THE REPORT of the First International Congress on the Welfare of the Child, containing addresses by President Theodore Roosevelt, Officials of Foreign Countries, Governors, Delegates, and noted Specialists is announced as ready for distribution. This cooperation between the National Congress of Mothers and the President of the United States together with the departments of the Government marks the first occasion on which people from all over the world were brought together to consider the welfare of the child.

20 YEARS AGO

THE PRESIDENT'S DESK gives a summary of the closing year, 1918, with all its tragedies, all its heroisms, all its victories, asking, "What has it meant to all of us, and what are the lessons we may learn from it?" This is the answer:

War and pestilence greater than the world has ever known have marked the year that has gone. Yet, on the other hand, never before have so many people of so many nations cast all thoughts of self aside, and lived and worked for others. There is a gleam of light in all the terrible tragedies of the war, in that so many men and women have risen against the evil, and have given all they hold most dear that justice and freedom should be saved to the world. In that lies the hope of the future. Those who have stood in the battle lines side by side here and "over there," fighting for great principles, can never again be strangers.

Bonds have been knit which can never be severed. Humanity has risen to the heights to conquer the forces which have attempted to drag it into the dust.

America, our country, shines with a glory that brightens the world! At the peace table it holds a place of honor. It will stand for human liberty, for human rights, for settlements which will be fair and just, and which will not sow the seeds for another war.

AN EPIDEMIC OF INFLUENZA holds sway. In many places the schools are closed, with no immediate prospect of reopening. One of the saddest features of this epidemic is the breaking up of families through the loss of one or both parents. Every local parent-teacher association is urged to extend aid to the children of these broken families, to insure them a mother's love and care. Why not, it is asked, adopt American orphans and American mothers as we have adopted French and Belgian orphans?

KINDERGARTEN HELPS FOR PARENTS is the topic of one article; "Training Little Children," the topic of another. The kindergarten is receiving a great deal of attention from the public and this question is being asked: What do you think kindergarten training would do for the 3,800,000 children in America now deprived of such training?

ASERIES OF CHILD HYGIENE PROGRAMS is initiated. The first article in this series is entitled "The Bearers of the Heritage." It begins, "At this time more than ever before in the history of the world must we be concerned for the physical, mental, and moral nature of those who are to bear the heritage of this awful war . . ." John D. Rockefeller, Jr., writes on the subject "Man Cannot Live to Himself Alone, Nor Can a Nation," and Dorothy Canfield Fisher writes on "Outdoor Play in Winter."

THE NATIONAL CONGRESS OF MOTHERS names its birthday, February 17, Child Welfare Day, because the Congress came into existence solely to promote the welfare of the children.

10 YEARS AGO

THE PRESIDENT'S MESSAGE is concerned with the health and well-being of little children as the most important and practical work of the National Congress of Parents and Teachers. It urges parent-teacher associations to make a contribution of service to the community, the state, and the nation, through helping little children to enter their school life physically fit for their new adventure.

THE SUBJECT of how to equalize educational opportunities for all children is considered from the point of view of rural education. The author states that the typical one-room school cannot offer the educational opportunities that can be offered by the school in which the organization is based on modern administrative principles. The author points out that the

parent-teacher movement is one of the most far-reaching factors in the solution of this problem which has yet been discovered.

EDUCATION IN SWITZERLAND is discussed. This article is of special interest because the International Federation of Home and School is to meet in Switzerland this year.

A POEM, "The Working Children to the Story Teller," adds a touch of thoughtfulness:

*Tell us a story to make us see
Things that gleamed on us long ago—
Daisy meadows and fairy rings,
Greening woods, where the brown thrush sings,
And the shining blue where a sea-gull wings,
Teller of tales!*

*Tell us a story to make us hear
Murmurs we dreamed ere we were born;
Rippling water and running breeze,
Bobolink's note in the windy trees,
And the mighty silence of summer seas,
Teller of tales!*

*Tell us a story to make us feel
Childhood's blood in our veins again.
For we are tired of grown-up fears,
Tired of grown-up pains and tears,
Sick of the stretch of the sordid years.
Give us a chance to laugh again,
Give us a play hour in our pain,
Teller of tales!*

FEATURE ARTICLES deal with such questions as: How much does the child know? Is the happy child the busy child? What about the wise use of leisure? . . . Angelo Patri writes on "Saving and Spending." Garry Cleveland Myers discusses "Problem Parents." . . . The problem of safety is given prominence, and the following question raised: What better activity for a parent-teacher association could be launched than a campaign of life-saving that will have its effect on every man, woman, and child in your community?

THE SUBJECT of the editorial is "Reciprocity," and it deals with what the reader can do for the Magazine. It asks its readers to check the following list and begin to work at once:

- I. Read it.
- II. Study it.
- III. Remember in your criticism that the official organ of the National Congress is trying to serve: (1) parents in the home, (2) teachers in the school, (3) citizens in the community, (4) preschool, grade school, highschool, and rural associations, (5) study circles in the three grades, (6) libraries.
- IV. Tell people about it.

Understanding the Child As a Person

By WINFRED OVERHOLSER

If there is any trait that the professional man or woman should avoid, it is dogmatism; in dealing with problems of children, being a parent is an excellent antidote for such a trait. As a parent, therefore, I shall try to avoid cocksureness in what I may say, since I for one am daily reminded by my children of my lack of omniscience. Dogmatism, of course, goes with—indeed grows out of—freedom from responsibility, freedom from the likelihood of being checked up when you get back home, and when one is dealing with a shifting field one must be especially careful not to be too positive. The teacher and the psychiatrist are both working in fields which are changing rather rapidly, fields which overlap to a considerable extent, but in both of which changes are so striking that almost day by day we are faced with new problems. For example, in 1880 in the teaching field, only about three percent of the children of highschool age were in highschool, whereas today we find about fifty percent. That serves to illustrate the very different problem that is facing the highschools today: many individuals are in highschool who, although perhaps we should not say that they do not belong there, at least would not have remained there long under the old type of curriculum. Curricula have changed, and will have to change further to keep up with the changing demands upon them.

In the field of psychiatry we see changes just as striking. It is not very long since psychiatry was limited in practice to the mental hospital. It was confined within the walls of the hospital, with occasional excursions into court in connection either with commitments or with criminal proceedings in which insanity (as the law terms it) was pleaded as a defense to crime. When I speak of the mental hospital I think, too, of the institutional care of the feeble-minded. There have been institutions for the feeble-minded for a considerable time, although it is well to remember that it was less than a hundred years ago that Samuel Gridley Howe, in Boston, was establishing the first institution for instruction of the feeble-minded in this country and was laughed to scorn by his associates. They said it was a perfectly silly thing for "Sam" Howe to talk about teaching idiots! We have come a long way in the care of the feeble-minded in a relatively short

space of time, though we still have some distance to go.

The care that was given to both the mentally ill and the feeble-minded up to the present century was almost wholly custodial. There was not a great deal done in the way of cure in the care of the mentally ill, or of education and training in the care of the feeble-minded. Soon after the turn of the century the



intelligence tests were introduced, and immediately great enthusiasm was exhibited. At last, it was said, we have a definite

yardstick, something by which we may measure intelligence. Varying claims were made, most

of them highly enthusiastic, for the virtues of the intelligence tests. If one goes over the literature one is rather startled to note the discrepancies that were found by

some of the early testers in dealing with the inmates of institutions for delinquents. A few were rather moderate and said that perhaps only fifteen, twenty, or twenty-five percent of the inmates were feeble-minded, whereas other testers said that ninety percent were; and one very naïve writer went so far as to say that the more expert the tester, the more feeble-minded were found! I suppose to have achieved perfection one should have said one hundred percent! There was a considerable time in the middle of the

last century—a rather interesting bit of history—when there was a similar race on among the superintendents of various state hospitals, as to who could claim the largest number of cures. One man who was bound to beat all the rest actually claimed that he discharged one hundred percent of his patients cured; he meant, of course, one hundred percent of those he discharged!

We realize today that the claims made for the intelligence tests were excessive. The question came up, too, as to just whose field the intelligence tests, and the mentally backward, came under. Were they in the province of the educator, of the psychologist, or of the psychiatrist? There is today, at least among psychiatrists, a general agreement that mental deficiency is a topic which belongs in the field of psychiatry; that, to be sure, the educator and the psychologist are valuable and indispensable aides, but that the diagnosis of mental deficiency is as much a psychiatric problem as is the diagnosis of mental disease.

THE PSYCHIATRIST TODAY looks on the individual as a social organism—not the sum total of his parts, but a good deal more than that: a person who is functioning in his environment. The way he functions in his environment is limited, conditioned, to a very material extent, by the nervous system with which he is born, and by the amount of intelligence he has—whatever "intelligence" is. The question of mental deficiency involves a consideration of how a person gets along in his environment. There are persons who may test rather low on intelligence tests who function reasonably well in a limited environment. The manner in which the inmates of feeble-minded schools conduct themselves in the very strictly limited environment in which they find themselves is a good example of that, and the kind of work that they can be taught to do with profit when they leave the institution. Many of them are able to get along after a fashion in the community after a period of specialized training.

As far as the intelligence tests are concerned, the psychiatrist appreciates the fact (and I am sure you would, too) that much more than intelligence is involved in getting along in an environment—that the sum total of the personality, the emotional adjustment the individual can make, is much more important than the number of cells that he has in his gray matter. Of course, too, in tests there may be not only emotional inhibition, emotional factors which interfere with the proper response of the individual, but also sensory disturbances of one sort and another—difficulties, for example, in hearing and seeing. I am sure all of you know of children who did not do well when seated in the back of the room merely because they could not hear what the teacher was saying, whereas if they came up where they could hear they were found to be not so stupid, after all. There is one other point: The social functioning of the individual should be taken into con-

sideration in making a diagnosis of mental deficiency; for how an individual gets along is fully as important as what his school achievement is, what his knowledge of current events and his general fund of knowledge are, or how he does on the very abstract tests. Only recently some work has been done, for example, in the testing of what is known—rather loosely and inaccurately, I think—as "deterioration" in certain mental disorders. As a good deal of store was laid by the fact that certain dementia praecox patients could not do certain tests which it was said, rather arbitrarily, a nine-year-old child could do, some scientifically-minded individuals tried out these tests on a considerable number of normal adults and found that they could not do them either!

The next step in the evolution of psychiatry was the development of the child guidance clinics. It was found by the study of patients who came into mental hospitals that a very appreciable number of them had shown rather marked behavior disorders early in life. I think you all realize that it is an extremely difficult thing in dealing with human beings to say that just because at a given time a certain thing happened, at a certain subsequent time a certain other thing happened on account of that incident. Thus we cannot say dogmatically that *because* this child showed the various abnormalities of conduct which he did early in life he has subsequently broken and become a patient in a mental hospital. We cannot say so positively, but we have observed in so many cases that these things did happen that we feel there is some causal relationship; and certainly there is enough evidence for a causal relationship to make it decidedly worth while to attack the early forms of behavior disorder, not only with a view to curing them there but with the hope that further difficulties will be avoided in the future. However, we cannot say positively at this time—I do not know whether we shall ever be able to say positively—that the child guidance clinics are going to be able to reduce the incidence of mental disease. We have a decided hope that such will be the case, and we certainly have reason to believe that a solution of the problem, in some cases at least, will be found. It is difficult to know what the future holds, but we may hope and try.

SOME OBSERVERS are concerned seriously with the fact that the population of our state hospitals is increasing. We might expect that more patients would be admitted, since the population is increasing and since the public is more and more becoming aware of the urgent necessity of early care of mental disease. There is very little evidence that mental disorder is actually increasing disproportionately, but the population of our institutions is mounting, at a considerable cost to the taxpayers. Certainly, aside from the cost, mental disorder represents a tremendous wastage of human productivity; for that reason, above all others, we

should hope for the success of the child guidance clinics in their work of prevention. Certain figures that are available seem to indicate that by and large the child guidance clinics are accomplishing something for the immediate adjustment of the children who come to them: a few become worse, some become completely adjusted, and most of them are at least greatly improved. That is certainly something. From the point of view of the parents it makes the children more comfortable to live with, at least; the children have a somewhat better prospect of becoming more useful citizens; and in every case in which a better adjustment is made the teacher's problem is helped just so much.

THE SPECIAL CLASSES, although they met with considerable opposition in the early days, have demonstrated their usefulness. I speak especially of special classes for backward children, because those children can profit by training of a sort within their scope and they are very miserable when they are thrown with children who are approximately normal. But I am afraid that in some places the superior child has been rather neglected. Perhaps it has been thought by those in charge that the superior child could safely be left to himself because he was brighter than the average; but some of these children are fairly serious problems when they are placed with run-of-the-mine children, and it is very gratifying to find attention being given to those pupils who can profit by something above the average routine curriculum as well as for the child who is somewhat retarded.

The stress in mental hygiene has been on the individual and on developing the individual: in the first place, to enable him to approach his maximum efficiency; secondly, to try to assure to him the maximum of enjoyment and satisfaction in living; and thirdly, to reduce as far as possible the friction that has been generated in his contacts with others. Certainly the mental hygiene approach, whether it be in education, or in industry, or in anything dealing with human beings, is worth while. President Marsh, of Boston University, in a recent address gave this definition of education (it is a rather broad one, but then, education today is and must be broad):

The leading out of the individual into an efficient and rightly integrated personality, comfortably at home with himself and his fellows; serviceable to society; equipped to make a living while he leads the more abundant life, and *en rapport* with the ultimate spiritual forces that lie behind the visible phenomena of the universe.

If education can accomplish that, it has justified itself. It has justified itself even if it has tried to accomplish that. In many cases we shall all fall short.

The mental hygiene organizations have been giving a great deal of thought to the closer linkage of mental hygiene with educational activities. The psychiatrist

says, as Terence did, "Nothing human is foreign to me."

Less and less stress is being placed on how much the child knows. After all, perhaps that is secondary. It is a desirable thing, of course, to know something, and it is useful to know a lot; but it is entirely possible to know a lot and at the same time have acute mental indigestion. I often think of the story of the hat boy at the club who had a most phenomenal memory, so much so that he never gave out any checks. A visitor at the club, of a curious turn of mind, said to the boy as he was handing him back his hat in the evening, "How do you know this is my hat?" He replied, "I don't." "Well, why do you give it to me?" "Because that is the hat you gave to me." Thus it is possible to have a very good memory and still not be able to get very far with it. It is much more important to inculcate a feeling of security in the child, a feeling that he is wanted, a feeling that he is an object of interest to the teacher. I think it is the duty of parents, too, to make children feel that way at home, but unfortunately that is not always done. The child's individuality should be cultivated and not merely his idiosyncrasies. In the old days the multiplication table and McGuffey's Reader were the stock paraphernalia of the curriculum, but today many and diverse interests are being created in the child. Every time I visit a school I am amazed, for instance, at the work being done in the arts. The children are being taught to do something with their hands, and they exhibit considerable skill. It may be a useful activity; at least it certainly is a pleasant one to have. There is more to being educated than knowing the multiplication table, or even what the only port of Russia on the Pacific Ocean is!

SOMETIMES IT SEEMS that almost too much is being expected of the school. The parents are rather prone to lay too much on the school, to expect the school to do things that ought to be done at home. They very often forget that, after all, the teachers have the children with them only five hours a day five days a week. There are some children who are not at home very much except to sleep, but perhaps the attitudes some of them find at home are such that they do not have any great interest in being there. The home has to supplement what the teachers are trying to do. All the resources of the community are needed as well; all the playgrounds, all the clubs, and all the other multifarious things that are going on for the youngsters, are needed in the rounding out of the lives of these children. Sometimes the schools come in for criticism they do not deserve because people forget the small amount of time during which the child is exposed to the influence of the school. For that reason the activities of the parent-teacher associations are a fine thing, and it would be well if they could be carried even farther. There are a great many parents who, in spite of attending parent-

teacher meetings occasionally, do not know very much of what is going on at the school.

Sometimes it is necessary for the teacher to take the place of the parent to a considerable extent, emotionally speaking, so far as the child is concerned. That is one of the things that make the task of the teachers all the more difficult. It is not an easy task, at best, and it is often made more difficult when the teacher has to take on duties that should be performed by others, especially by the parents of the child.

I have said something about the mental hygiene attitude toward the child. A great deal likewise might be said about the mental hygiene attitude toward the parents, because in many cases the parent is the problem, not the child. The child is merely the vehicle of the conditions, the emotional influences, to which he is subjected at home, and it is not his fault that he acts as he does. Sometimes it is forgotten that there is such a thing as the mental hygiene of the teacher, just as there is the mental hygiene of the psychiatrist. It is important for anyone coming in close contact with people in a professional way, whether he be a lawyer, or a psychiatrist, or any other physician or specialist, or a teacher, to keep, to himself at least, a professional attitude as far as the child or the person with whom he is coming in contact is concerned. It is all very well to have sympathy. It is a necessary thing. But there is

a vast difference between having sympathy for the persons we are working with and getting so emotionally bound up with them that we are no longer professional in our attitude. That unprofessionalism may be unconscious, not clear even to the individual, but it takes a great deal out of him and it means that he cannot approach the problems of the child with the attitude he should. Therefore I think it is always well for the teacher to bear in mind not only the question, Why is this child reacting to school the way he is? but, Why am I reacting as I do to the child?

I MAY NOT HAVE communicated any profound truths. There are profound truths in psychiatry, but it is well to bear in mind that sometimes if truths are too profound nobody can understand them! I have tried to express some more or less random thoughts that come to a psychiatrist as he reflects upon the problems faced by parents and teachers. I feel that the day of mass production in education is decidedly over, just as it is passing in psychiatry, and that the individual approach is being emphasized more and more—that the privilege of making useful citizens and better adjusted citizens is being emphasized more and more in the educational field. I look forward to the continued progress of education, hand in hand with the medical specialty of psychiatry.



Guiding Principles



THIS is the fifth of a series of discussions which will interpret basic principles and fundamental policies for parent-teacher associations as adopted by the National Congress of Parents and Teachers. The Vice Presidents of the National Congress will contribute the articles in this series. It is hoped that through the practical application of these principles the local association will find help in achieving the purposes and aims for which the parent-teacher association exists.

for

PARENT-TEACHER ASSOCIATIONS

on the part of all its members, who also have a share in formulating and achieving objectives. This democracy in the parent-teacher association means that each member has an opportunity to assume an equal and appropriate share of the work and responsibility. This democracy in the parent-teacher association involves procedures set up to encourage thinking on the part of all of its members and to see that the outcomes of such thinking shall be given due consideration in the effecting of organizational policies.

In the light of present social needs the parent-teacher association is constantly reconstructing its philosophy to meet those needs. There has been developed in the organization a high degree of social consciousness. The individual must be competent; each member must be competent to deal with present problems. The program of the organization is effective only to the extent that it gets down and touches the individual thinking and present life of the membership. Thus in the parent-teacher association democratic living actually becomes a social process—a social process which looks upon and values persons and their welfare, usefulness, and happiness above all else; which consequently estimates the worth and progress of the organization by its effect on the individual's life and development; and which provides the greatest possibility of sharing in thinking and deciding upon organizational methods and procedures at all levels of experience.

DEMOCRACY ASSUMES obligations and loyalties as well as rights; education is the people's own great gift to democracy and their greatest responsibility. Education is the greatest investment society has for its own safeguard. It was stated at the beginning of this discussion that what democracy will mean a generation hence depends in large measure upon the conception which is taking shape in the minds of our young people at the present time. What does that mean? What can this generation do to prepare the next to live democratically? Education is answering this question by focusing its attention on the child in terms of his physical, emotional, intellectual, and spiritual needs. If we want children to grow up able to create a democracy, each child must have that capacity within him; each child must be made to feel that he has a contribution to make to life and that he is a necessary part

Democracy of the Organization

AMERICA has always symbolized the brotherhood and equality of all human beings. America has always stood for freedom and justice for each individual and all individuals. America has always been the land in which each human being has a fair chance to enjoy the satisfactions of life and to realize the best of which he is capable. What America will mean a generation hence depends in large measure upon the conception which is taking shape in the minds of our young people at the present time.

Citizens of our democracy today have the same goal as did our forefathers, who sought to give to everyone those inalienable rights—life, liberty, and the pursuit of happiness. Democracy today, as yesterday, means more than political democracy, means more than government. It means today what it meant to our American forefathers—equality before the law, irrespective of birth, or wealth, or position.

The National Congress of Parents and Teachers has been called the most democratic organization in America. First of all, its aim is positive: to work for the education and welfare of all children and youth, and to provide such organizational procedures and structure as shall make this possible in the highest workable degree. Secondly, it permits participation

of a society that wants him. There is no other task given to man that bears such a heavy responsibility as that of guiding the lives of children. The responsibility rests alike on parents and teachers.

THE NATIONAL CONGRESS of Parents and Teachers is a character building organization. It realizes that character is not wholly an individual matter but is the result of all influences that come from the community and touch the individual in any way. In its widest sense, character is what one makes of life, and what life makes of one. No plan or organization can have beneficial effect upon the character of its members which does not translate the plan into the deed, bring the intention to accomplishment. Hence the greatest problem of the parent-teacher association is to have a busy, money-making world realize its obligations to its future citizens. To that end, it seeks to draw into the parent-teacher group all adults who are interested in the education and protection of youth. To that end, it seeks to draw into the parent-teacher group all adults who believe that men and women can learn to grow and work together for a common goal, since growing and working together for a common goal is the essence of democratic living.

An organization which can bring together and hold two and one-half million men and women, representing all creeds and classes, and which encourages them to assume their share in recognized responsibility as regards the children in their homes and all children, must observe certain policies which are stated in the bylaws as nonpartisan, nonsectarian, and noncommercial. Since the organization is composed of mothers, fathers, teachers, and other citizens who belong to various churches and political parties, and have varied commercial interests, it is perforce an organization that avoids any alliances which tend to bring controversy and sharply divided interests into the groups. A spirit of genuine tolerance permeates every phase of the work. Before engaging in any activity it considers the dignity and standing of the organization.

The National Congress of Parents and Teachers functions locally as the parent-teacher association. The local Congress unit is therefore the important unit of the Congress. Each Congress unit is a component part of the whole parent-teacher association. It participates in the planning of the work and whatever is achieved through the members. The parent-teacher association is a democratic association in that each unit has a part in the choice of the goal and a part in its attainment. This again embodies the fundamental principles of a democracy. It is interesting to note that one of the most important ways of carrying on the work in the parent-teacher association is through

the appointment of committees. That, too, is a democratic procedure, for the people decide upon the committee reports. If the committee splits and brings in two reports, it is the vote of the majority of the people themselves that determines which should be adhered to. In other words, preference is stated democratically by the vote of the majority. Wherever authority is concentrated and action for the formulation of plans is centered, there is also direction by the majority. Whenever a plan is put into action, there is a democratic approval of the plan and democratic control of those who carry it out. In this way the organization has a plan which functions as a unit and at the same time preserves its democratic character.

THE PROGRAM OF SERVICE as it is expressed in twenty-six thousand communities through this channel of service to children and youth cannot exist withdrawn from a world of war, vice, unemployment of youth, free-flowing liquor, and so on. Because the program of service is part of a living world, it is stressing social obligations and values, facing realities, and expanding its program to meet new needs and conditions. In a democracy, if the public conscience has failed it is because the private conscience has been dormant. The National Congress of Parents and Teachers scrutinizes its structure and procedures. It asks such questions as these: How fully have we as an organization really adhered to the principles implied in the democratic process? How fully have we as members of a democratic organization respected the rights of others, and how successful have we been in accepting the responsibilities of what we do? Have we always cooperated for the common good of home, school, and community? Have we grown in the ability and desire to reason and decide together upon issues of our common social objective? In other words, the test of a democratic organization is the democratic living of its members. To the extent that members live their democracy in home, school, and community, to that extent only may they hope to preserve their democracy in the years to come through the next generation of children and youth.

THE DEMOCRACY of the organization lies in its continuing power to draw and to hold an ever increasing number of individuals in voluntary and cooperative effort. We realize that the successful and permanent solution of present-day problems must be founded upon moral and spiritual wisdom as well as upon political and economic insight; we realize that if democracy is to survive provision must be made for young people to live democratically. This constitutes the great challenge of the parent-teacher association.

—MARGARET SHEEHAN.

Books In Review



HORACE MANN AT ANTIOCH. By *Joy Elmer Morgan*.
Horace Mann Centennial Fund, National Education Association, Washington, D. C. 1938. 608 pages. \$2.00.

GOVERNMENTS, institutions, businesses—and all their activities—are only the lengthened shadows of men. One aspect of the shadow cast by the great educator Horace Mann is given us in Joy Elmer Morgan's volume, "Horace Mann at Antioch." This is not just another volume dealing with his life and contributions, though it does recount many of his achievements, but is a specific attempt to "place Horace Mann's work at Antioch College in the pattern of his life as a whole."

In this day of confusion when great leaders are needed to teach us the working principles of democracy as a way of life, so that it may flourish and not be merely fine words, it is appropriate that we turn to the lives of great leaders of the past whose influence has been deeply felt in the establishment and growth of such a great institution as our public school system. Volumes have been written about the life and contributions of Horace Mann. In this centennial edition Mr. Morgan adds another which presents more clearly the final years of this great educator's life, spent at Antioch College, where he struggled to do "for higher education in the vigorous and sturdy West what he had done for the lower levels of education in his beloved Massachusetts. It was a dream of intimate personal associations with strong young men and women and with able, consecrated Christian teachers. It was a dream of rounding out a great career already world-famous for the work in Massachusetts. It was the dream of exalting education as the foundation of democracy and the support of a beneficent religion."

It is evident that the book is a labor of love by one of Horace Mann's most ardent followers and disciples. Mr. Morgan, as he pleads for the virtues extolled by Horace Mann, demonstrates quite clearly that "the influence of Horace Mann belongs to the ages" is to him not a mere generality, but a dynamic force to be used in raising the standards of character and scholarship throughout the teaching personnel of the public schools of the present day.

It is Mr. Morgan's purpose in Part I, "Horace Mann at Antioch", to orient these six years into the whole

life pattern. Briefly he summarizes the service rendered the Republic by the Father of the American Public School: "Horace Mann saw clearly that the American experiment at self-rule could not hope to succeed without unusual education emphasizing the highest moral, civic, and cultural values." The growth and expansion of our public school system to the point where we now "have more than thirty million young people working full time at the task of improving their lives offers immense possibilities, particularly as their minds are held to ideals of sound personal character, worthy achievement, and honorable civic participation. The foundations of this great cultural enterprise were laid by Horace Mann. . . . Surely a man who gave impetus to such an educational growth as this deserves to rank with Washington and Lincoln as one of the first men of the Republic."

To orient the last six years of a man's life in the complete life picture, it is necessary that we know his background, training, and experience prior to that period. This search for the contributing factors to Horace Mann's "power as a teacher" is interestingly presented in Chapter II, "Fifty-Seven Years of Preparation," which ends "And so out of weakness, strength; out of defeat, triumph; out of despair, the inspiration of a great life."

The history of Antioch College under Mann's leadership until his death six years after assuming the presidency; the various struggles against failure; the difficulties encountered in establishing "an institution of higher learning open to all regardless of race, sex, creed or wealth, which would set the highest standards of scholarship and character"—these make up the remaining portion of Part I.

For all interested in the education of youth (and who is not in some capacity or another?) "Horace Mann As a Teacher" contains a significant message. In this chapter (IV) is the chief contribution the book

has to make. The influence of the great teacher—irrespective of method, learning materials, supervision, organization, administration, housing, and the other important elements which go to make a good school system—always has been and always will be the most important element in the learning situation. The pupil-teacher relationship, the impact of mind upon mind, the influence of a great personality in the classroom, are the factors which must be of the highest quality in order that the products of our schools may perpetuate democracy at its highest level. Morgan emphasizes this point in these words: "One of the greatest lessons Horace Mann has for our day is in this devotion to personal work with individuals; for in our passion to be objective and scientific, we too often forget to be vital and human. . . ." Again he says, "There is a crying need today for the sort of personal guidance teaching that was so important a part of Horace Mann's work." And again he pleads for "no less stress on the soundness of character than on the thoroughness of scholarship."

This message should not be dismissed by laymen as applying to educators alone. But it does have particular pertinence for them in that they will find here much that is thought-provoking as they search for the answers to some of our educational problems, particularly those related to large classes, individual differences, personal attention, and guidance.

Future teachers of America will find inspiration in this book for the work they will do in their chosen profession. Far too long has teaching been the stepping stone (a good one, to be sure) to law, medicine and other professions. Future teachers should catch a glimpse of the possibilities of education as a profession from this great man who used law and politics as a stepping stone to achievement in the field of education.

Lectures, baccalaureate addresses, and sermons delivered by Horace Mann during his Antioch years are brought together in this book, that they may serve as a source of information and inspiration to the young people preparing to teach. Approximately one-half the volume is original source material, most of it published elsewhere, but a few papers are published here for the first time. A brief summary of the life of Hugh Taylor Birch, the only living person who knew Horace Mann, is also included. For the purposes of historical record, Part IX is devoted to various memorials and celebrations honoring Horace Mann. A valuable annotated bibliography is included in Part X.

Mr. Morgan's volume should prove of value to followers of Horace Mann and those interested in this phase of our history of education; to parents and others interested in educating youth most effectively to meet the problems of the modern day; to those engaged in inspiring the future teachers of America; and finally, to young men and women who will become the master teachers of tomorrow.

—PHILIP M. BAIL

THOSE FIRST AFFECTIONS. By Dorothy Van Doren.
Houghton Mifflin Co., Boston. 1938. 291 pages.
\$2.50.

LONG ago William James tried to express how the world must seem to be a "big buzzing confusion" to the baby looking out upon it with his wide-eyed innocence and lack of experience. Dorothy Van Doren in her novel *Those First Affections* conveys in a vivid and heart-tugging way the bewilderment and bafflement of all children living through the changes which come to the family with no apparent reason and no preparation and without adequate explanations. Snatches of adult conversations are heard, just enough to add to the confusion and not enough to enlighten; but the emotions of the adults due to these changes are the children's world and they are afraid and sorry, happy and joyful as the moods of parents dictate.

Sarah Tower, with her mother and father, lives through childhood from five to fourteen during the early 1900's in New York. The incidents which are described are all seen through the eyes of the little girl whose "mother was prettier because her forehead was kind and her smile so comforting—and mamma meant to her warmth and love and order and no surprises. Mamma almost never was cross and her voice was always gentle."

Her father, a gambler who loses his job at the race track, is never again able to find regular work and take care of his family. "There was nobody like papa—nobody as big, or as funny, or sometimes as frightening."

They live in a big house with Janet the maid, who understands little girls, and with the blue and white wool quilt that great-grandmother Barker had raised the sheep for. Her fingers had carded the wool and woven it before she was fifteen years old.

In this world a little girl lived and played, suffered and worried, and was lonely. "Children like to have other children around the house, you know," she tells her father. An imaginary family lives with her, through which she transmutes the vicissitudes and hardships of her real life into the imaginative world of happiness and comfort, colored by the richness of her first years, when they had money and things. Grown-ups are interesting, but "you could never tell about grown-ups. They changed so all the time. Sometimes they seemed happy and all of a sudden they didn't, and when you asked them to explain they never did." "It was very hard not to ask questions, so hard indeed that she would have done so if she had thought she would be told anything more." "There was no use asking. Some time later, when her mother was thinking about something else, she might pop in one of those questions at a time and might, if luck favored her, receive an answer." "When I'm grown up," she said suddenly, "I'm going to tell my children things."

As the years go by, Maddy, her best friend, and her

family, remain the one unchanging, stable experience in a world which becomes progressively more difficult and terrible as the fortunes of the family dwindle. Finally her mother finds work, and papa stays at home working endlessly on his figuring and inventions. Sarah goes to school, makes one or two close friends, reaches out into the world of boys but is frightened and hurt, has a crush on one of her teachers, finds the world of books, becomes her mother's helper at home and sees her father through the eyes of a young woman—pities him, loves him, and understands him.

Poignant, vivid, the world comes to us through the eyes of a sensitive child, and girl. We see ourselves as children see us—and laugh and smile and weep for the sweetness of it, the humor and the bitter hurt and tragedy. The complete dependence of children on the "emotional climate" of adults is portrayed unforgettable.

—ESTHER McGINNIS

PERRI. By *Felix Salten*. Translated by Barrows Mussey. Illustrated. Bobbs-Merrill Co., Indianapolis. 1938. 228 pages. \$2.50.

DO you remember *Bambi*? That was indeed a parent-teacher book! For in this matter of children's reading it is above all necessary not only that parents and teachers should get together, but that they should get together with the children in their charge—and that means that the older people should be able not only to recommend books but to enjoy them. Who did not enjoy *Bambi*, old or young? Because so many of us followed the fawn into the forest where he grew up, it has become ours, an enchanted wood though really on the map, a place where the struggle of life goes on as it does in the world of forest creatures—and in this human world of ours.

So here, in *Felix Salten's* new story, is the same forest, and this time it is a baby squirrel that is growing up there, learning from her mother, learning from her experience, learning from nature itself when the time comes. "Everyone has to learn for himself," says Porro to Perri. You hear rumors of a king who rules there by right of courage and wisdom, the mighty leader of the woodland creatures. Can it be, you think, that the fawn you so loved is still alive, surviving the hazards of nature and the hunts of men? All at once a mighty creature comes into view. Perri, the little squirrel, sees him plainly, hears him speak. Who is it that speaks so wisely, so kindly, she thinks? "That was Bambi, our prince," they tell her. Yes, dear Bambi is alive, nobly ruling, the true king of the wood!

But it is with smaller creatures that the story is chiefly concerned. They all trust Bambi and love him because they trust, but they must keep their sharp

eyes open just the same against the perils of life. It is expensive to be absent-minded so long as other creatures, larger and stronger than you, are all ready to make a meal of you if your vigilance relaxes. Not all the dangerous creatures are large, either: Perri sees her own mother, brave as a lion, come flying desperately before the deadly drive of the tiny shrewmouse. But why? He is so graceful and so small! Perri is five times as big and ten times as strong. Yes, they tell her, but the shrewmouse is a hundred times more bloodthirsty. He has nothing but enemies. He even hates himself. "If he knew it, it would be sad. But he has no idea. All he wants is killing and blood."

Yes, creatures are what they are, from vultures to rabbits, and we may as well know it. You need not know much about shrewmice to recognize a creature like this, if you read the newspapers. But you need not fear that your child will be subjected to propaganda of any kind, even the faintest, in this story of a little creature's growing up. The book's natural history is accurate. If all its creatures talk, it is only among themselves, a conventional way of expressing the undoubted fact that animals do communicate in some way unknown to man. Any little child knows that very well. A child often tells you what his pet "says" or even "thinks," and who shall say that he does not get it right? Certainly in this story the gamekeeper's baby daughter, Annerle, understands all the animals say. That is, she does before she can talk—but when she has learned human language she has lost that power; the great barrier has risen between them. It is always so. But in one case at least that power of sympathetic understanding has survived the process of growing up. To *Felix Salten* life is life, wherever found, and the process of learning how to live in the world may be studied in the life of a furry bright-eyed baby of the trees and interpreted to human beings with babies of their own to bring up in a troubled and dangerous world.

The only time I met *Felix Salten* was when the P. E. N. club met in Vienna, some ten years after the War. The city was poor, its hospitality princely. When we asked Mr. Salten how it was possible for Vienna to lose so much and still survive, he said that the greatest treasure, the most valuable property of Vienna was her "*gute Laune*"—her good humor, her smile, her heartfelt kindness and goodwill. She kept that through those terrible post-war days, through poverty and the fantastic finances of inflation; it was her priceless treasure, that goodwill of hers. It is this kind heart, that goodwill of a true Viennese, that still shine for us, and that make this book serene and lovely, a fairy tale come true in a forest where Man is but a shadow on the horizon.

—MAY LAMBERTON BECKER

The Family in a Democracy

PARENT-TEACHER STUDY COURSE

IN AN attempt to meet the needs of our day, the *National Parent-Teacher* presents as its Parent-Teacher Study Course for 1938-39, "The Family in a Democracy," outlined and directed by Dr. Ada Hart Arlitt, Chairman of the Committee on Parent Education for the National Congress of Parents and Teachers. The course is based on eight articles which appear monthly, September to April, in the *National Parent-Teacher* magazine.

Soon We'll Vote

By O. W. STEPHENSON
(See Page 13)

I. Pertinent Points

1. The American people should remember that great sacrifices were made and great hardships endured to create this nation and the rights and privileges which they received under its form of government.
2. Reverence for and obedience to law are essential to the functioning of a democracy. Citizens must first learn to govern themselves before they can govern others.
3. In a democracy the vote of every citizen is infinitely important. It would be well to educate students in highschool and college to recognize the importance of expressing their opinion through the ballot.

II. Questions to Promote Discussion

1. How much should children be taught about the form of government under which they live?
2. What are some ways in which citizenship training can take place at home and in school during the highschool and college period?
3. Are there any subjects which are particularly important if highschool and college students are to be good citizens?
4. What is the importance of good reading, good motion pictures, and good radio programs in training for citizenship?

STUDY COURSE ARTICLES

Whose Quarrels Are These? (February)

INSTITUTIONS in the community are what families make them. If the community has elements which are harmful to childhood, it is largely because families have not cooperated in an attempt to change them.

Projects and Purposes (March)

DEMOCRATIC life has a place not only in the home but also in parent-teacher associations. The application of the principles that make for good living in a family would also make for better parent-teacher associations.

The Forward Stretch (April)

MANY of the conditions that we are now facing have been met before in the world. Economists and sociologists can sometimes predict from present conditions what may follow. A few of these predictions are contained in this article.

Our Contributors

DR. W. W. BAUER, as our readers know, is director of the Bureau of Health and Public Instruction of the American Medical Association. It is particularly appropriate that Dr. Bauer discusses "The Community Looks at Public Health." Since he began his work as a school physician in the Milwaukee Public Schools, he has been an outstanding public health figure. Dr. Bauer is a member of the Advisory Committee of the Summer Round-Up of the Children.

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One of the most able and earnest of those who are pushing forward new research in the whole pioneer field of child psychology is DR. BETH L. WELLMAN, associate professor of psychology at the Iowa Child Welfare Research Station. She is co-author of the book *Child Psychology*, as well as author of numerous articles and pamphlets dealing with the study of young children.

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The career of DR. WINFRED OVERHOLSER represents a combination of medicine and law. Graduate of Harvard University, he specialized in mental diseases and served as assistant commissioner and later as commissioner in the Massachusetts State Hospital. Today Dr. Overholser is superintendent of Saint Elizabeth's Hospital in Washington, D. C., and professor of psychiatry at George Washington University. He has written extensively on psychiatry, particularly in its legal aspects.

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ANNABELLE POLLOCK is admirably fitted to write about children, their growth and development. She has for fifteen years been a supervising critic in the intermediate grades of a teachers college, where she has accumulated large stores of knowledge and practical experience.

A professor of history at the University of Michigan, DR. O. W. STEPHENSON has a true enthusiasm for young people. In addition to a number of short stories, he has written one play, *Crowfeather's Christmas*, which has been performed more than a thousand times in schools throughout the United States. His lectures on historical, educational, and travel subjects are illuminated by his extensive travels in Europe, Asia, and Africa.

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HELENE HEYE has done graduate work in this country and abroad. Formerly in charge of the child devel-

opment work and the nursery school at San Jose State College in California, she now heads the Department of Home Economics at Eastern Illinois State Teachers College. Miss Heye has also been a member of the staff at Vassar's Euthenics Institute.

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DR. WILLIAM G. CARR is director of research of the National Education Association and secretary of the Educational Policies Commission. Dr. Carr's interests are not limited to the research field, for he has taught in highschool and university and still serves as a visiting professor during summer sessions. The author of many books and pamphlets, his work includes *Education for World Citizenship and Schools in the Story of Culture*. His most recent effort has been in connection with the book, *The Purposes of Education in American Democracy*, upon which our new series of articles is based. Copies of this book may be secured for fifty cents from the Educational Policies Commission, Washington, D. C.

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DR. PHILIP M. BAIL, president of Chevy Chase Junior College, Washington, D. C., Esther McGinnis, of State Teachers College, Buffalo, New York, and May Lamberton Becker, well-known book review editor, contribute our book reviews this month. Mrs. James G. Sheehan, a vicepresident of the National Congress of Parents and Teachers, presents the fifth article of our series on the Guiding Principles for parent-teacher associations.

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"What the School Does about Individual Differences" was prepared by DR. ELISE H. MARTENS, senior specialist in the education of the exceptional child, U. S. Department of the Interior, Office of Education.

